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ABSTRACT

Seventeen West Central Indiana school corporations cooperated in this study designed to provide them with information for decision making regarding vocational-technical education. Sources of information were varied and included school corporations records, State agencies, and surveys of secondary teachers, a sampling of high school students, parents, chamber of commerce representatives, and the graduates of the class of 1965. The information from the surveys is self-report data and is presented in a large number of tables, charts, and maps. Examples of all surveys and questionnaires are given and the responses are discussed in detail. Results are presented in the form of a generalized summary of the responses from parents, teachers, graduates and students. Trends and generalizations are indicated, and detailed analyses of the reports from each of the seventeen school corporations are presented. Seven basic areas of need were identified and eleven recommendations made covering the establishment and functioning of an area Board of Vocational-Technical Educational Services (BOVES). Community-based, school-based and other roadblocks to the development of the BOVES are briefly discussed. (DS)

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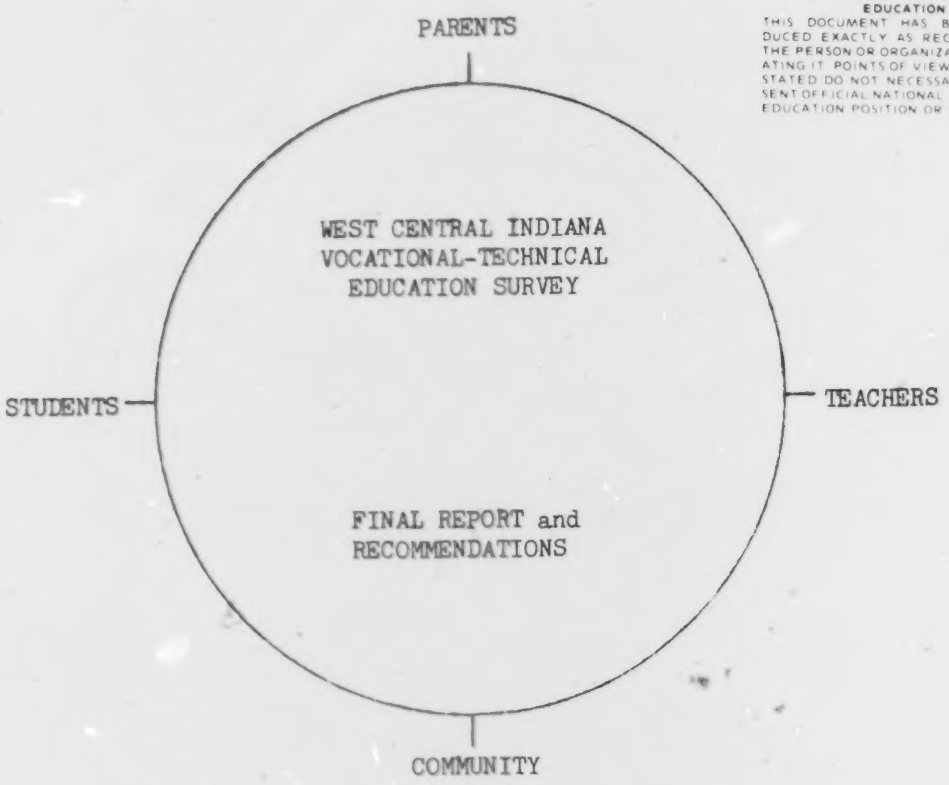

Submitted to:

Attica Consolidated School Corporation
Clay Community Schools
Cloverdale Community Schools
Covington Community School Corporation
Crawfordsville Community School Corporation
Greencastle Community Schools
Lebanon Community School Corporation
North Montgomery Community School Corporation
North Putnam Community Schools
Rockville Consolidated Schools
Southeast Fountain School Corporation
South Montgomery Community School Corporation
South Putnam Community Schools
South Vermillion Community School Corporation
Turkey Run Consolidated School District
MSD of Warren County
Western Boone County Community School District

Prepared by: F. B. Gannon
April, 1973

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F. B. Gannon
Crawfordsville, Indiana
April, 1973

SECTION I

INTRODUCTION

> Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education.
>
> (Mark Twain, Pudd'nhead Wilson)

Seventeen school corporations in west central Indiana who are sincerely concerned with producing as many "peaches" and as few "bitter almonds" as possible have cooperated in this study. These seventeen school corporations provide educational opportunities for almost 35,000 students each year. This study was commissioned by those corporations and funded by the Indiana Department of Vocational Education as a part of an on-going effort of the participating corporations to make the educational opportunities as meaningful and appropriate for their clientele as possible within the limits of their financial and physical resources.

In general, practicing educators and the general public are becoming increasingly aware of the fact that education appropirate to society's needs as well as appropriate to the needs of our children must provide far more than reading, writing, arithmetic, and socialization. The public schools can anticipate ever increasing criticism unless they provide those of their students who will enter directly into the labor pool when they terminate their education by high school graduation or drop-out with marketable skills. Such preparation must be accomplished at a level of success at least comparable to the levels they have traditionally had in preparing the college-bound student.

The study attempted to identify vocational-technical education needs, to assess the extent vocational-technical programs are now available, and to determine potential support for expanded programs by the school's various audiences and consumers. This report is based on the study and is conceived of as a working document to provide the involved superintendents, their staffs, and their Boards of Trustees with information for decision making and for action.

> Youth, whether dropout or graduate, at secondary or post-secondary levels, has been inadequately prepared to earn a living and to meet the needs of the labor market. The deficiency has not been just job skills. In fact, those are often the easiest to supply through alternate routes such as on-the-job training. It is those attitudes toward work--those human relations skills, the knowledge of alternative career choices

> and their implications . . . that are the major lack.*

The data gathered during this study seem to indicate that the above observation is valid for substantial numbers of the youth from west central Indiana, and the recommendations formulated as a result of this study are based on that as an assumption.

* * * *

*Career Education: A Handbook for Implementation, U.S. Office of Education, page 30.

SECTION II

GENERAL SUMMARY, IDENTIFIED NEEDS, RECOMMENDATIONS, and ROADBLOCKS

GENERAL SUMMARY

Seventeen West Central Indiana school corporations cooperated in this study designed to provide them information for decision making regarding vocational-technical education. Sources of information for the study were varied and included the school corporations' records, state agencies, a survey of secondary teachers, and surveys of a sampling of high school students, the parent community, Chamber of Commerce representatives, and the Class of 1965 graduates. The information from the surveys is self-report data. Such information may be offered from an incomplete or "false factual base" but it is important because it represents the base from which people operate and make decisions in their day-to-day living.

The comments offered in this section of the report represent trends and generalizations. The results for specific corporations will be at variance with these trends and generalizations on some points. Therefore, the reader is urged to refer to the various other sections of this report where a more detailed analysis of each area considered in the study is offered.

Although the eight counties involved in the study account for more than nine percent of Indiana's land area, less than 3½% of the state's population reside in these counties. Thus, the population density per square mile in these counties is considerably below the average density for the state. The population characteristics of these counties also tend to be atypical of the state as a whole in several other areas. For example, the population of these counties tends to be older than the total population of the state and the proportion of the population living in urban areas as well as the growth rates for urban areas are both considerably lower for the participating counties than the state average.

The unemployment rates for the eight counties range from a low of three percent to a high of ten percent and approximately one-third of the total work force commutes outside of its county of residence for its employment. An inspection of the commuting patterns reveals a great deal of interdependence of the counties on each other for their work forces. This circumstance coupled with the stated intent of students to stay in the area and with the fact that a sizable number of the 1965 graduates are still in the area, appears to argue that there are benefits to be derived for all of the counties to work together on vocational-technical education programs. Although the eight counties are generally considered agricultural counties, the major industries in seven of them are trade and manu-

It appears that the total enrollment for the seventeen corporations combined will remain stable at just under 35,000 for the next five years. Not all school districts were able to provide complete information on their drop-outs and on their graduates who entered various programs of post-secondary education; therefore, the observations made concerning these two matters are made on the basis of incomplete data. It does appear, however, that the most common reasons for students leaving high school before graduation are marriage and/or pregnancy for girls and lack of interest and academic failure for boys. The four-year college is the most popular form of post-secondary education for graduates of the seventeen corporations but a higher percent of the graduates who enter other forms of post-secondary education complete their programs than is true of the graduates who enter a four-year program.

The courses which could result in a student learning a marketable skill offered by the seventeen corporations represent a great deal of duplication between districts. These courses fall into two broad groupings--those reimbursed and those not reimbursed by the Indiana Department of Vocational Education. Courses in both categories also tend to have smaller enrollments than high school courses in general which result in a higher than average per pupil cost. All of the reimbursed adult programs reported are in some phase of agriculture. The reimbursed programs available to the students are in agriculture and six additional areas, and non-reimbursed programs are available to them in the industrial and commercial areas.

The total adjusted assessed valuation (AAV) for all participating corporations combined is in excess of 383 million dollars. The median AAV is $23,603,950 and the median average daily attendance is 1854 pupils. The median AAV per student in ADA stands at $11,840.

All parents of grade 4, 8, and 10 students were provided an opportunity to express their opinions on several facets of vocational-technical education by completing a brief questionnaire. Responding parents generally endorse providing expanded vocational-technical educational opportunities and tend to be supportive of the concept of an area vocational-technical school. Their support, however, is not without two serious qualifications. Many parents indicated support for an area school but only if it were located in their district and a number of them expressed concern for the costs involved in establishing an area school. The most common parental reasons stated for encouraging children to enroll in vocational-technical education were the relevance to living or the practical nature of such education, in

lieu of college attendance, and drop-out prevention. An assumption frequently stated even by parents who endorse vocational-technical education is that such programs are for the "slower" students and that it is remedial for what are perceived as the failures of traditional education.

All teachers of students in grades seven through twelve were requested to respond to a series of eleven statements concerning career development and vocational-technical education. On the basis of their responses to this exercise, teachers indicate that they are aware of the role vocational-technical education can play in career training, but they tend to be noncommital concerning whether or not they have done their share of the total job of career training. Teachers acknowledge that students need help with career planning and agree that providing secondary career training opportunities is as important as providing post-secondary ones. Indeed, some teachers express concern that many young people, graduates and drop-outs alike, leave school without marketable skills. When asked to identify the aspect of the school program most effective in preparing students for the next phase of their lives, many teachers were noncommital, but of those who did identify one, the college preparatory course was most frequently identified in all but one corporation where the commercial course was so identified. More teachers also were able to indicate that the school's total program is adequately providing career training for students who will continue their education after high school than could indicate it for students who would not be involved in post-secondary education.

From 14.5% to 61.4% of the 1965 graduates and from 15.9% to 84.4% of those graduates who received questionnaires completed and returned them. This rate of return is exceptionally good and well may indicate a great interest in and concern for education by these graduates. The class of 1965 responses indicate that more of the men tend to be satisfied with their present employment than is true for the women but the reasons for both satisfaction and dissatisfaction for both sexes center on personal fulfillment, not money as such. Considerably less than half of the graduates from many of the corporations indicated that their high school experiences prepared them for their present positions. They did, however, agree with the teachers by most frequently noting the academic courses as the most helpful aspect of the school program in work preparation.

TABLE IIa

CLASS of 1965 RESPONSES

as a Percent of Graduating Class and as a Percent of Delivered Forms

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	NORTH MONTGOMERY	NORTH PUTNAM	ROCKVILLE	SOUTHEAST FOUNTAIN	SOUTH MONTGOMERY	SOUTH PUTNAM	SOUTH VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE
Usable completed returns as a PERCENT of the graduating class	14.5	38.2	36.8	47.6	31.7	36.0	24.4	55.3	34.3	27.6	61.4	44.3	34.2	46.4	50.9	39.8	30.8
Usable completed returns as a PERCENT of those delivered	15.9	49.6	46.7	47.6	56.8	42.9	41.7	77.5	42.2	39.2	64.3	50.5	84.4	52.4	58.3	53.3	41.1

Students currently enrolled in grades nine and eleven were also surveyed concerning various aspects of vocational-technical education and career planning. These students tended to be undecided concerning career goals and post-secondary plans. Those students in both grades who did indicate a career goal most frequently aspired to one of the professions but a higher percent of eleventh than ninth grade students indicated an interest in the skilled trades. Their indicated interest in post-secondary vocational-technical education tends to be low although up to 84% of the grade 9 and up to 81% of the grade 11 students did note an interest in high school courses that would prepare them for employment. Even though a substantial percent of each grade did show this interest, most students thought that enough of their high school courses are directed toward what they wish to do when they leave school. The four-year college was the most frequently indicated form of post-secondary education of interest at both grade levels and was the most common post-secondary program for the 1965 graduates.

All four groups who were surveyed apparently recognize additional vocational-technical educational opportunities as a need for the involved communities. Both parents and 1965 graduates, however, did appeal that any attempts at additional vocational-technical education be practice-oriented and include on-the-job experiences. A number of parents, teachers, and 1965 graduates suggested that programs utilize community resources and existing facilities as alternatives to an area school. They also offered suggestions for organization and staffing including the use of practitioners for instructors. In addition, teachers support the idea that a placement service should be a part of a career training program. Some teachers also noted that the most drop-out prone age is sixteen and yet vocational-technical education traditionally is not available for students prior to age sixteen. They therefore suggested that some vocational preparation be made available prior to grades eleven and twelve.

Based on the responses of both students and teachers it appears that substantial segments of the student bodies are ill-informed concerning the variety of available careers, the training requirements for careers, and they do not hold realistic career goals by the time they graduate from high school.

A high level of interest in health careers (i.e., laboratory technician, licensed practical nurse, etc.) was exhibited by both parents and students. In addition, parents indicated high interest in various types of clerical and office training while a number of students showed interest in service careers (i.e., postal, fire, police, etc. services).

NEEDS

As a result of this investigation, seven basic areas of need were identified.

I. AN IMPROVED BASE FOR ADMINISTRATIVE AND CURRICULAR DECISION MAKING IS DESIRABLE.

Although the quality and comprehensiveness of the data available concerning matters such as drop-outs, graduates, and community growth varies considerably from corporation to corporation, in general, it could be improved. Without as complete a knowledge as possible of the relative successes and <u>why</u> of graduates in jobs and in various programs of post-secondary education, of what happens to secondary school

drop-outs, and of all of the factors affecting community growth, efforts in curriculum development and program evaluation must be handicapped. Administrative and curricular actions made on as complete a factual base as possible will be of a higher quality than those made on the basis of incomplete information and supposition.

II. IT IS DESIRABLE TO MINIMIZE THE PRESENT DUPLICATIONS OF PROGRAMS BETWEEN DISTRICTS.

At the present time there is a considerable duplication in both the reimbursed and non-reimbursed courses which could result in marketable skills available to students in neighboring districts. These courses tend to have a low pupil-teacher ratio and to require a relatively high capital investment for equipment and supplies. The school patrons could benefit through a more efficient use of their tax dollars and students could benefit from expanded offerings if the duplications were eliminated wherever possible. ". . . we could profitably and sensibly redirect our educational investments in order to improve primary and secondary public education."*

III. EXPANDED VOCATIONAL-TECHNICAL EDUCATIONAL OPPORTUNITIES ARE NEEDED IN THE EIGHT COUNTY AREA.

Providing expanded opportunities to the secondary students in the area to develop salable skills is important, but in today's society a vocational-technical program, indeed any educational program, must encompass more. Alvin Toffler writing in Future Shock** notes, "Tomorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn." Among the things that must be learned are positive attitudes for continued learning and toward work and the social skills necessary to working harmoniously with other people. Therefore, expanded vocational-technical educational opportunities must provide students with a salable skill for today's market while also preparing them to be re-educated for tomorrow's market and imbueing them with positive attitudes toward work itself and toward other people. Jobs appear and disappear with amazing rapidity in today's society, and all indications are that the pace of change will increase as new needs emerge in some areas

* * * *

*Berg, Ivar, Education and Jobs: The Great Training Robbery, Praeger Publishers, New York, 1970, pg. 189.

**Toffler, Alvin, Future Shock, Random House, Inc., New York, 1970, pg. 414.

and as needs in other areas diminish. For example, twenty years ago computers were in their infancy, today a major industry; fifteen years ago space technology was in its infancy; one year ago airport security as it exists today was unknown; while prior to the automation thrust fifteen years ago many industries heavily relied on unskilled labor whereas today's primary need in the same industries is for skilled technicians.

IV. ANY EXPANDED VOCATIONAL-TECHNICAL OFFERINGS SHOULD BE PART OF A FLEXIBLE PROGRAM WHICH CAN BE IMMEDIATELY RESPONSIVE TO COMMUNITY AND STUDENT NEEDS AND AREA EMPLOYMENT OPPORTUNITIES.

Flexibility of general organization and of the curricular offerings are essential to the development of a vocational-technical organization which will have long-term lasting usefulness for the West Central Indiana area. The industrial-business base in the area is diversified but limited at this time. It would therefore be an easy matter to gut the market with a particular skill in a relatively short time. For example, there might be a heavy demand for something like small engine and appliance repair for a period of time but when that demand is sufficiently met, students should be so advised and given the opportunity to develop skills in related areas that will both fit their interests and talents while providing a reasonable expectation for gainful employment. In addition, of course, to the flexibility of organization and curriculum, this need can only be satisfied if there is a constant, on-going, accurate assessment of the job market (see Needs I).

V. STUDENTS MUST BE PROVIDED A SOUND BASE FROM WHICH TO MAKE WELL-INFORMED EDUCATIONAL AND VOCATIONAL DECISIONS.

It appears that large segments of the student populations in the seventeen school corporations currently are making educational decisions and are establishing vocational goals on, at best, incomplete, if not inaccurate, information. If students are going to make decisions as appropriate as possible for themselves concerning their participation in a secondary vocational-technical program, an academic program, or a general program leading to college or another form of post-secondary education, they must have an understanding of the nature of and training requirements for various careers. In addition, they also must have an awareness of the variety of career options available to them and a knowledge of the advantages and disadvantages of those options.

VI. COMMUNITY SUPPORT AND UNDERSTANDING IS ESSENTIAL TO THE SUCCESS OF ANY EXPANDED VOCATIONAL-TECHNICAL PROGRAM.

There are five groups of the general community who must understand and support vocational-technical educational programs if those programs are to be of maximum service to students and to the community. These groups are students, parents, other patrons, the business-industrial-labor complex, and the practicing educators. Parents and students must understand and view vocational-technical education as a viable opportunity for success and self-fulfillment and not view it, as most presently do, as an alternative for the failures and near-failures of the more traditional academically-oriented programs. Other patrons and the business-industrial-labor complex must view vocational-technical programs as a desirable service designed to meet the overall needs of the community. In addition, it is essential that the business-industrial-labor group have a sufficient understanding of vocational-technical education that they can and will provide essential advice and counsel concerning needed programs and program development. Finally, the existing educational group must view vocational-technical programs as a valuable complement to their efforts and must have enough understanding for their expertise also to be used in program development.

VII. ALL COMMUNITY GROUPS MUST BE CONVINCED STUDENTS ARE RECEIVING THE BEST POSSIBLE VOCATIONAL-TECHNICAL EDUCATION FOR THE TAX DOLLAR SPENT.

School patrons of West Central Indiana tend to be conservative and generally unimpressed with appearances as such but do respect results. This pragmatic attitude must be respected as vocational-technical programs are developed for the area's students. Therefore, programs must be developed which provide the best possible return for the time and dollars invested in them and the community must be convinced this is the case.

RECOMMENDATIONS

The basic recommendations are built so that they provide one workable response to the identified needs. Furthermore, the degree of readiness of the various school districts to participate in a broad-based effort may vary to such an extent that it may be unrealistic to expect all seventeen

corporations to endorse the recommendations in their entirety. Therefore, the recommendations have been built so that any single corporation or any combination of corporations can implement them in part or in toto. Of course, the fewer the school districts participating, the smaller the base of secondary students from which programs can draw and the smaller the adjusted assessed valuation (AAV) base from which to operate programs. Table IIb illustrates the way these factors fluctuate for several possible combinations of school districts.

TABLE IIb

ENROLLMENTS, ADJUSTED ASSESSED VALUATION (AAV), AND LAND AREA FOR SELECTED COMBINATIONS OF PARTICIPATING CORPORATIONS

Participating Corporations in the counties of:	Grades 9-12, 1972 Enrollments	AAV	Land Area in Square Miles
Warren and Vermillion	1,256	56,264,438	631
Boone and Montgomery	4,199	149,715,136	934
Montgomery and Putnam	4,592	161,541,563	997
Putnam and Clay	3,660	104,182,432	854
Parke and Fountain	1,979	73,564,587	842
ALL EIGHT COUNTIES	11,094	383,726,593	3,261

In the recommendations which follow there is a distinction drawn between courses and programs. Programs provide students with a series of related courses and experiences leading to proficiency in a defined vocational-technical field. For example, a practical nursing program might include courses in chemistry, zoology, hospital procedures, etc. as well as practical on-site experiences in a clinical setting.

RECOMMENDATION I - IT IS RECOMMENDED THAT AN AREA BOARD OF VOCATIONAL-TECHNICAL EDUCATIONAL SERVICES (BOVES) BE ESTABLISHED.

A BOVES serving the eight-county area, or any part thereof, would assume primary responsibility for seven service areas. These areas are:

(a) to provide for the DEVELOPMENT of expanded vocational-technical programs,

(b) to provide for the IMPLEMENTATION of expanded vocational-technical programs,

(c) to provide on-going developmental and supportive RESEARCH services,

(d) to work with school corporations to provide appropriate PRE-VOCATIONAL EXPERIENCES for students,

(e) to provide PLACEMENT services for graduates of the BOVES programs,

(f) to provide PROGRAM EVALUATION services including a regular follow-up of program graduates, and

(g) to work with the various school corporations to REDUCE the DUPLICATION of vocational-technical OFFERINGS among school districts.

The procedures and techniques applied to the establishment, development, and services of the BOVES are critical if the organization truly is to direct its efforts toward successfully alleviating the area's identified needs rather than becoming merely another officialism. The remaining recommendations, therefore, address themselves to these crucial matters.

RECOMMENDATION II - IT IS RECOMMENDED THAT THE EXPERTISE OF ALL FACETS OF THE COMMUNITIES BE SOUGHT AND UTILIZED IN ALL ASPECTS OF THE BOVES OPERATION.

Expertise which is available in the community is frequently untapped or underutilized in building and operating school programs. It is suggested that this resource be used by the BOVES in the following ways.

(1) The management skills of school superintendents and labor, business, and industrial management should be tapped by having these groups represented on the BOVES Board of Trustees.

(2) Task forces or advisory councils comprised of practitioners representing labor, business, industry, and educators should be an integral part of the BOVES operation. Advisory councils need be utilized in defining vocational-technical needs for the area. The task forces must be the working groups who, in cooperation with BOVES staff, design the programs and define the courses' curricula and identify the experiences which will constitute those programs. Of major importance in the development of curricula must be attitude development in addition to skill development.

(3) Wherever appropriate the experience and skill of talented community members should be directly and actively used in the instruction of students.

Initially the school was an integral part of the community but as time passed it tended to become an entity insulated from the community. The adoption of this recommendation would put the school and community into partnership with shared responsibilities for education.

RECOMMENDATION III - IT IS RECOMMENDED THAT THE BASIC ADMINISTRATIVE ORGANIZATION FOR EXPANDED VOCATIONAL-TECHNICAL PROGRAMS BE A SCHOOL-WITHOUT-WALLS.

The crux of the BOVES operation will be instruction and all of its efforts will be ultimately directed toward the instructional end. It is proposed that BOVES instruction be of a quality second to none but that it basically be accomplished through the utilization of existing school and other community facilities and personnel resources. To accomplish this it is suggested that the BOVES must assume responsibility for five basic tasks:

(1) supervision of a posse staff,

(2) construction of curricula,

(3) identification of existing vocational-technical resources to implement programs,

(4) development of new resources, and

(5) coordination of the consolidation of current vocational-technical courses offered in contiguous districts.

In the old West, law was the basic responsibility of a professional lawman. When, however, he needed assistance in the form of specialists he deputized a posse. The posse was flexible because the sheriff deputized a tracker only when he needed a tracker. It is proposed that the same posse concept be applied to staffing the school-without-walls. If a particular vocational-technical program requires the services of a master plumber or an MD as an instructor this year, deputize one and have his instructional activities supervised by the BOVES staff. If the programs required to meet next year's students' needs require a master electrician rather than an MD, then an electrician, not an MD, is deputized. Using the posse concept for staffing encourages flexibility because there are no long-term commitments made to staff or to programs. A medical technology program could be offered for one to fifteen students this year if appropriate. If there was no demand for the program for two or three years, it would not be offered for two or three years thereby providing the potential for instructional programs of an almost infinite variety.

It is essential that the curriculum for a school-without-walls be well-defined and that instructional units used with deputized staff be

concise and detailed. It will be the responsibility of the BOVES staff to work with the task forces noted above to develop these materials.

It will be the responsibility of the BOVES to identify all existing personnel and site resources. Personnel resources will be practitioners who are interested in, able to, and willing to instruct in the vocational-technical programs. It will be a BOVES responsibility to screen as well as to supervise deputies. Physical resources will include local businesses, banks, construction sites, industrial plants, professional offices, hospitals, garages, artisan's shops, the blacksmith's truck, etc. In short, everything that profitably can be used for instruction will be identified. The BOVES may subcontract to commercial instructional agencies such as the Ryder Truck Training Program, International Telephone and Telegraph technical programs, etc. Such subcontracting, however, will be done only after the quality of the program has been established and when subcontracting proves to be the most expeditious and economical method for providing a program.

From time-to-time it may be appropriate for the BOVES to develop resources. It is conceivable, for example, that demand for a beauty culture program would be such that the best way to offer it is to develop a portable laboratory in the form of a tractor-trailer rig to travel from school to school. Both subcontracting and resource development should be attempted only when all other alternatives have been explored and found wanting but the BOVES should have sufficient latitude to use these approaches when they are desirable.

It is envisioned that a considerable part of the BOVES effort will depend on existing school-based courses and school facilities. Therefore, it is in the interest of the total effort that the present duplication of school-based programs be minimized and that the BOVES staff assumes responsibility for coordinating school-based offerings.

RECOMMENDATION IV - IT IS RECOMMENDED THAT THE DURATION OF PROGRAMS BE DETERMINED BY THE NATURE OF THE PROGRAM AND BY THE TARGET GROUP RATHER THAN BY THE TIME AVAILABLE.

The primary target group for BOVES programs will be regular secondary students whose career goals are vocationally-technically oriented. For this group, dependent on the program, appropriate time spans could range

from one year to four years. Of secondary concern to BOVES, however, will be providing short-term programs of one to fifteen weeks for the retraining of adults and to provide secondary drop-outs with marketable skills. Responsibility for such short-term programs, however, will be assumed by BOVES only in those areas where IVY Tech or other institutions do not provide the required services to the area.

RECOMMENDATION V - IT IS RECOMMENDED THAT EXTENSIVE USE BE MADE OF THE EXPERIENCE, TALENT, AND RESOURCES OF THE VOCATIONAL EDUCATION DIVISION OF THE DEPARTMENT OF PUBLIC INSTRUCTION, IVY TECH, AND EXISTING AREA SCHOOLS.

To benefit from the mistakes and successes of others is one of the wisest ways to save both money and time. There are three major groups with which the BOVES will wish to establish and maintain a close relationship and whose advice will be sought. These three groups are the Vocational Education Division, IVY Tech, and existing area schools.

RECOMMENDATION VI - IT IS RECOMMENDED THAT THE BOVES DEVELOP AND MAINTAIN AN ON-GOING RESEARCH EFFORT.

If BOVES programs are going to be of the highest possible quality, they must be undergirded in the two general areas of developmental and support research.

BOVES developmental research will encompass needs assessment of the current and projected employment market and the obtaining of any information required by the various task forces working on program and curriculum development.

Supportive research will include the evaluation of current programs, and such evaluation must include more than traditional test score measures which would be totally inadequate as an evaluative tool for these programs where performance based indices will be the primary short-term success measure. On a more comprehensive level, success measures will include criteria such as reductions in the secondary schools' discipline problems, increases in secondary school holding power, and success in related subjects. Also included in this category of research will be a follow-up of graduates at regular intervals to determine career changes, success in careers, and career satisfaction. A desirable "fringe benefit" for supporting schools will be the possibility of follow-up of all graduates since the machinery for follow-up will be established already.

RECOMMENDATION VII - IT IS RECOMMENDED THAT THE BOVES STAFF WORK WITH LOCAL SCHOOL PERSONNEL ON THE DEVELOPMENT OF CAREER EDUCATION PROGRAMS AND ON STRATEGIES FOR THE INFUSION OF THEM INTO THE EXISTING CURRICULA.

Career education appears to offer a needed vehicle to provide students with the skills and information needed to make intelligent career decisions. It has the distinct advantages of not disrupting current instructional programs, of not adding "courses" to the present offerings, and of being implementable without unduly increasing school budgets. Therefore, the BOVES staff will work with local school personnel in developing career education programs using the model which includes career awareness activities in grades K-6 with career exploration and development activities spanning the junior-senior high school years.

> Career education increases the relevance of school by focusing on the learner's career choice. It gives students informed guidance, counseling, and instruction throughout their school years.
>
> It demands no permanent bondage to a career goal. Rather, it reveals to students their great range of occupational options and helps them to develop positive attitudes toward work.
>
> Career education will enable nearly all persons who complete secondary school to obtain immediate employment or go on to technical school or college. Placement services in the school system will assist every student, especially the student leaving before he completes the 12th grade, to plan the next step in his development. Job entrance will be just as important as college entrance to counselors and teachers. Skill credentials, universally recognized, will be just as valid as the commonly accepted credentials for college entrance.
>
> There will be no "dropouts," only individuals who choose to go to work or to pursue a different kind of education. Entrance and exit requirements will be flexible enough to enable all persons to acquire--at any time they choose--the educational and occupational experiences that meet their needs.*

*U. S. Office of Education, Career Education, U. S. Printing Office, Washington, 1971.

RECOMMENDATION VIII - IT IS RECOMMENDED THAT BOVES MAINTAIN AN EMPLOYMENT SERVICE AS AN INTEGRAL PART OF ITS PROGRAM.

BOVES responsibilities do not end with the training of students. It is deemed extremely desirable that BOVES work with the State Employment Service to obtain the best possible placement for the individuals who have completed its programs. This function is a logical extension of the follow-up activities noted above.

RECOMMENDATION IX - START SLOWLY AND BUILD WELL!

While the potential for BOVES services is almost infinite, the organization will realize that potential only if it is built on a firm base. Therefore, a timetable such as the following is recommended.

A. Year 1 will be devoted to organization, design of programs and courses, community surveys, establishing community contacts, and general planning.

B. Year 2 sees the implementation of a limited number of programs which have been identified as having a high probability for success. (These may be in areas such as retailing, construction trades, auto and truck mechanics, hospitality trades, and health services.)

C. Year 3 plus is devoted to the development of additional programs and to refining existing programs.

The initial staffing requirements for the BOVES are dependent on the number of participating corporations. Ideally, participation should be such as to support a staff of two professionals, one a specialist in curriculum development and one a specialist in research and development, and a para-professional who can serve both the secretarial and the research assistant functions. Just as programs are designed to utilize existing facilities, so the BOVES organization should be housed wherever corporations have space to house it.

RECOMMENDATION X - IT IS RECOMMENDED THAT FINANCING BE SUCH AS TO PROVIDE STABILITY TO THE BOVES ORGANIZATION.

There are a number of possible approaches to the funding of a BOVES. One school corporation could finance it and charge other participating corporations on the basis of services rendered. All participating corporations could vote a yearly budget based on either number of students participating or on assessed valuation. The most desirable approach, however, is probably to establish the BOVES as an independent corporation with its

initial capitalization coming from a fixed amount received from each corporation with it being self-supporting after the initial capitalization. Subsequent income would then be on the basis of fees received from school districts for BOVES services provided to the districts. If it accomplishes its purposes, it will prosper; if it does not, it will cease to exist.

There will undoubtedly be state and federal funding available for some BOVES activities but it is recommended that a key guideline for the development of BOVES programs be that they could be maintained without such funds.

RECOMMENDATION XI - IT IS RECOMMENDED THAT APPROVAL BE SOUGHT FROM THE DEPARTMENT OF PUBLIC INSTRUCTION TO HAVE THE BOVES AND THE VOCATIONAL-TECHNICAL SCHOOL-WITHOUT-WALLS RECOGNIZED AS PILOT PROGRAMS.

There are of course alternatives to the recommendations. Four such alternatives are discussed briefly below.

Alternative A - do not expand vocational-technical opportunities for the area's students. To not act is always an alternative and at times circumstances dictate non-action as the most desirable decision. In this matter, however, such is not the case and a lack of action will do nothing toward the end of meeting any of the identified needs.

Alternative B - expand the vocational-technical offerings within the existing framework. Each school district could work independently to expand their vocational-technical programs. This approach could conceivably serve to meet at least in part, the identified needs III, IV, V, VI, and VII but would not begin to attack needs I and II, research for decision making and a reduction in the duplication of course offerings between districts.

Alternative C - establish an area vocational-technical school. The area school is a popular approach for meeting the vocational-technical needs of an area. This approach, however, has some serious flaws when considered against the nature of the eight counties and the identified needs for the area. Foremost among these flaws are that the approach does not attack needs I, IV (flexibility of programs), V (decision base for students), and VII (most for the money spent).

Determining a central site for an area facility which will permit any reasonable transportation pattern is a major problem. The secondary school population base itself is sufficient to support a traditional area school but that population is spread over a land area of 3261 square miles. Wherever an area school was located in the eight counties, a majority of the theoretically eligible population would be excluded from anything like a maximum participation in its programs. It is difficult to imagine a very enthusiastic support of programs by most school trustees as long as this situation exists.

Furthermore, the costs which would be involved in establishing and maintaining a school to serve the eight-county area would be such that it would be extremely difficult to convince patrons that they are getting the most for their money. There are four major cost factors to be considered in association with an area school. These factors are construction costs, equipment costs, operational expenses including maintenance and staffing, and student transportation. Table IIc is based on the experiences of ten* existing area schools and summarizes some key statistics concerning area vocational-technical schools.

TABLE IIc

Ranges of Typical Costs and Service Statistics Based on Ten Indiana Vocational-Technical Area Schools as of April, 1972

	Low Shelbyville	High Elkhart
Construction Costs	325,000	3,700,000
Year of Construction	1956/1965	1971-72
Size (in square feet)	70,000	148,000
Student Capacity	400	1,400
1971-72 Enrollment	400	500
Operating Budget	220,000	370,000
Reimbursement	58,000	148,000
Equipment Costs	106,000	800,000
High Schools Served	6	10
Programs Offered	10	17
Total 9-12 Population	3,035	15,000

Even assuming a 50% reimbursement from state and federal funds to assist in defraying initial construction and equipment costs and assuming an optimistic one-third reimbursement on operational costs, an area school

* * * *

*Elkhart, Anderson, Greenwood, Shelbyville, Ben Davis, New Albany, Bedford, Versailles, Connersville, Washington Township as of April, 1972.

appears to be an expensive alternative even without the transportation costs which would be involved in West Central Indiana.

The most damning characteristic of an area school considering the identified needs for the eight-county area is not costs, however, but rigidity. Institutionalization in the form of a traditional area school demands a brick and mortar commitment and commitments to professional staff which in turn engender rigidity. Once such commitments are made, there sometimes is a tendency to maintain the programs for which facilities and staffing are available even when employment opportunities for graduates of the programs are minimal. This situation can result in the recruiting of students appropriate for existing programs as contrasted to providing flexible programs appropriate to changing student needs and changing employment opportunities.

Alternative D - establish area vocational-technical centers. It would be possible to establish an area vocational-technical school at three or four regional centers rather than as a single central facility. For example, if centers were established in Central Fountain County, Southern Montgomery County, and North Central Clay County with each center offering programs in the most popular vocational-technical curricula for the area, transportation problems would be less than for a central facility. It is likely, however, that some programs would be duplicated in two or more of the centers. In addition, the observations made above concerning an area school, with the exception of those concerning transportation, would be equally valid for area centers.

ROADBLOCKS

As is true of any new project, there are a number of roadblocks to the implementation of the recommendations which can be expected. Some of these can be identified at this time; some cannot be anticipated now; but none present insurmountable barriers. Among these roadblocks which can be anticipated are the following ones which, although the categories overlap, have been classified as community-based, school-based, and other-based.

Community-based Roadblocks

A. The citizens of West Central Indiana take great pride in their high school athletic teams and bands. If a vocational-technical program

is perceived of as interfering with these programs, resistance can be expected. This is a condition which must be considered in program planning and every effort need be made to keep the community well informed in this area.

B. As previously noted, there is a common misunderstanding concerning the nature of vocational-technical education by a substantial part of the adult community. This could cause difficulties in recruiting the more able students into vocational-technical programs even where those programs appear the most appropriate for the involved students. Therefore, the community must be educated regarding the purposes, objectives, and nature of vocational-technical education.

C. School patrons exhibit a healthy concern for the costs of education. Hence, they must be kept well-informed concerning the values they are receiving from the programs including a hypothesized increase in reimbursement for average daily attendance because of the greater holding power achieved by the programs.

D. Cooperative efforts are frequently thwarted by the very human suspicion that the "other fellow is getting more than me." There must be a very real effort made to assure that each member or supporting organization does indeed receive its fair share of services.

School-based Roadblocks

A. The implementation of the posse staffing concept and the utilization of community sites for instruction will require a considerable reorganization of the school day. Personnel and sites are going to have to be used for instruction when they are not serving their primary function. This means that vocational-technical instruction well may be accomplished only during the early morning or post-dinner-time hours. In turn, this will require that school-based related instruction be done at times other than between 8:30 a.m. and 3:30 p.m. The expanded school day increases school capacities through a more efficient use of the existing facilities. Such changes, however, can be anticipated to evoke resistance based on their novelty.

B. The increasing oversupply of teachers may cause them to view the posse staffing concept as a threat to the profession. If teachers are actively involved in program planning and are convinced these programs are intended to complement their efforts, it is to be hoped that

resistance from this source will be minimized.

C. Not all of the potential cooperating secondary schools are accredited by the North Central Association. Attempts to consolidate programs between accredited and non-accredited high schools could fail to receive approval from that organization. If the efforts, however, have the status of a pilot project approved by the Department of Public Instruction, the North Central Association should be willing to permit, if not endorse, the effort without threat to the schools of the loss of their accreditation.

D. The problem of certification as it relates to the use of deputized staff and to their supervision by BOVES staff not necessarily certified in the area which they are supervising will have to be settled with the Department of Public Instruction. It is noted, however, that the proposed situation is not markedly different from the one currently true for the Industrial Cooperative Training (ICT) Programs so there does exist a precedent on which to build.

E. It is likely that some of the BOVES programs will not receive reimbursement from the Division of Vocational Education because they will not fall within the guidelines for reimbursement. Loss of reimbursement or failure to obtain it is sometimes fatal to a program. Sponsors must therefore constantly be aware of the fact that most BOVES programs are apt to be less expensive than similar reimbursed programs even without reimbursement.

Other-based Roadblocks

A. Commercial schools are apt to view the BOVES as competition and therefore oppose its efforts. In reality such competition will be indirect since the BOVES primary concern will be the in-school population whereas the commercial schools tend to draw from the out-of-school population. Nevertheless, to the extent that BOVES programs are successful, the commercial schools' pool of potential customers will decrease.

B. IVY Tech too may consider the BOVES services as a duplication of their efforts. Such a competitive situation could develop, but if the BOVES staff has a good liaison with IVY Tech staff and offers programs for adults and secondary drop-outs only where IVY Tech does not provide them, competition will not be an issue.

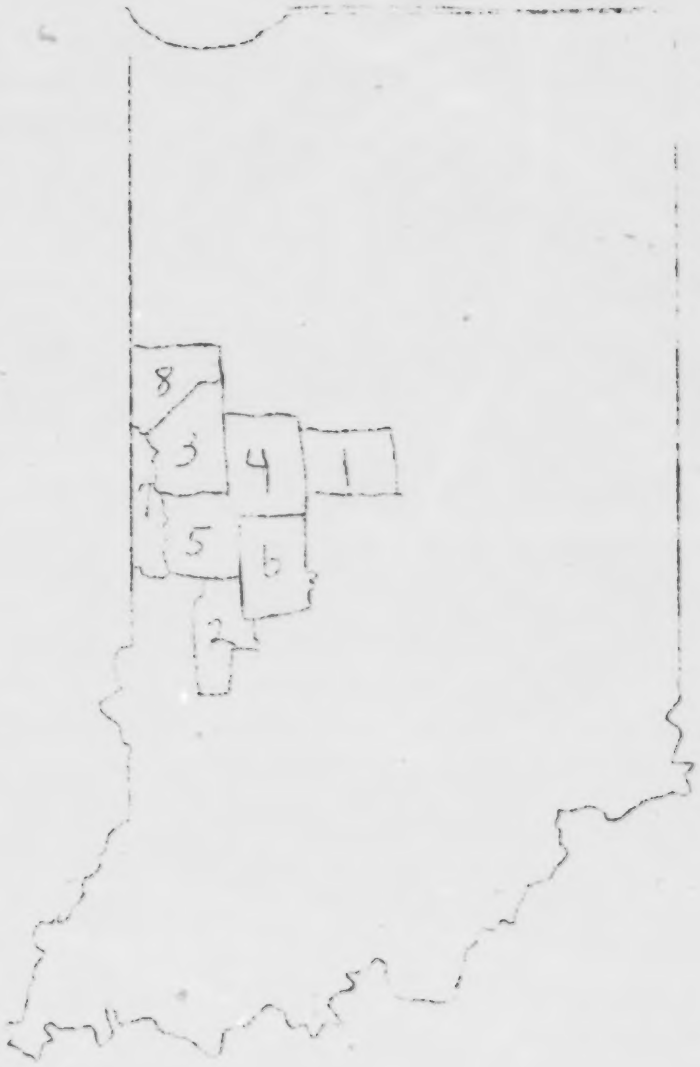
The recommendations represent a complex but workable program. Key in whether or not the program does work is the staffing of the BOVES. It will require flexible, energetic, and creative individuals who will work harmoniously with a widely-varied assortment of people. The recommended program's uniqueness lies not in the parts. Each of the parts has been tested and proven workable. The uniqueness of the recommendations is in the way those parts are organized. TO THE EXTENT THAT THE RECOMMENDATIONS ARE IMPLEMENTED, THE IDENTIFIED NEEDS WILL BE MET, and the area will be provided a vehicle for the training of artisans as well as technicians and skilled tradesmen.

SECTION III

HISTORY OF THE STUDY AND SURVEY PROCEDURES

CHART III a

SCHOOL CORPORATIONS PARTICIPATING IN THE WEST CENTRAL
INDIANA VOCATIONAL AND TECHNICAL EDUCATION SURVEY



1. Boone County
2. Clay County
3. Fountain County
4. Montgomery County
5. Parke County
6. Putnam County
7. Vermillion County
8. Warren County

BOONE COUNTY
Lebanon Community School Corporation
Superintendent---Robert McFrye
Study Coordinator---Willis Pullins
Western Boone County Community School District
Superintendent---James P. Fritch
Study Coordinator---Ron McKee

CLAY COUNTY
Clay Community Schools
Superintendent---Glen E. Munro
Study Coordinator---Carroll (Jack) Stark

FOUNTAIN COUNTY
Attica Consolidated School Corporation
Superintendent---George E. Hayes
Study Coordinator---George E. Hayes

CHART III-a, con't.

FOUNTAIN COUNTY con't.
- Covington Community School Corporation
  - Superintendent---William Holstine, Jr.
  - Study Coordinator---James Griswold
- Southeast Fountain School Corporation
  - Superintendent---Paul G. Ingersoll
  - Study Coordinator---William Boone

MONTGOMERY COUNTY
- Crawfordsville Community Schools
  - Superintendent---C. Merrill Dailey
  - Study Coordinator---Dr. Charles Arvin
- North Montgomery Community School Corporation
  - Superintendent---Eual S. McCauley
  - Study Coordinator---Eual S. McCauley
- South Montgomery Community School Corporation
  - Superintendent---Bob J. Tandy
  - Study Coordinator---Bob J. Tandy

PARKE COUNTY
- Rockville Consolidated Schools
  - Superintendent---Russell Garrigus
  - Study Coordinator---Russell Garrigus
- Turkey Run Consolidated School District
  - Superintendent---Dale DePlanty
  - Study Coordinator---Cyril Johnson

PUTNAM COUNTY
- Cloverdale Community Schools
  - Superintendent---Arthur L. Johnson
  - Study Coordinator---Arthur L. Johnson
- Greencastle Community Schools
  - Superintendent---Frank A. Ross
  - Study Coordinator---Lloyd Hurst
- North Putnam Community Schools
  - Superintendent---Charles D. Frazee
  - Study Coordinator---Norman Evans
- South Putnam Community Schools
  - Superintendent---Harold C. Boone
  - Study Coordinator---Lloyd Hoskins

VERMILLION COUNTY
- South Vermillion Community School Corporation
  - Superintendent---Richard H. Newport
  - Study Coordinator---Keith Helmes

WARREN COUNTY
- MSD of Warren County
  - Superintendent---John R. Johnson
  - Study Coordinator---James Hegg

The school corporations of Fountain, Montgomery, Vermillion, and Warren counties had cooperated in providing special education services to their constituents prior to the spring of 1972. During the spring of 1972 these corporations considered the possibility of extending that cooperation to a study to assess the need for additional vocational-technical educational opportunities in the area and to determine the feasibility of various means for providing such additional opportunities including, but not limited to, an area vocational-technical high school(s). Crawfordsville Community School Corporation initiated contact with the Vocational Education Division of the State Department of Public Instruction to seek funding for a study. In counsel with the Vocational Education Division's representatives, four additional counties with similar interests were identified as Boone, Clay, Parke, and Putnam.

During July, 1972, representatives from all of the school corporations in the eight counties were invited to participate in a study and eighteen* of them did express a desire to participate. (The participating corporations, superintendents, and local study coordinators are shown as Chart III-a.) During a July, 1972 meeting representatives of the eighteen corporations appointed C. Merrill Dailey (Crawfordsville), Charles Frazee (North Putnam), and William Holstine, Jr. (Covington) to act as a steering committee and requested that Crawfordsville act as lead corporation and fiscal agent. Working with Donald Peyton of the Department of Vocational Education, the steering committee developed a proposal and in September of 1972 submitted that proposal to the Department of Vocational Education for funding. In October, 1972 funding was approved and F. B. Gannon of New Educational Directions (NED) was retained to complete the study within the state guidelines for a vocational-technical education feasibility study. In addition, a follow-up survey of the graduating classes of 1965 from the participating corporations was commissioned. During October and early November the survey instruments and forms (see Section XII))were developed and printed. Between November 13 and November 22, 1972, survey materials were delivered and Mr. Gannon met with the local coordinator and/or superintendent

* * * *

*After the study had commenced, Warren Community School Corporation and Warren Central School Corporation consolidated as the MSD of Warren County. Therefore, the number of corporations on which this report is based is seventeen.

in each district to discuss the data gathering forms and to answer questions concerning procedures. Although the original timetable called for all forms to be completed and returned prior to the schools' Christmas recess, the last forms were received by Mr. Gannon during the first week in April. The processing of data started during the week of December 11, 1972 and continued until April 6, 1973.

During February and March, 1973 an interim report summarizing data from the "Parents' Questionnaire," the "Student Occupational Interest Inventory," and the "Teacher's Form" was prepared for and released to each of the participating corporations. The interim report was intended to (1) provide feedback to cooperating districts in those three areas where they had provided "raw" data and (2) to provide the corporations with a basis for giving additional input to the study prior to the assembling of the final report and before preparing the recommendations (see Section II). When the interim report was issued the covering letter from Mr. Gannon to the superintendent or local coordinator in part stated, "After you have had an opportunity to review this report, I will appreciate an opportunity to discuss its content with you and your staff." Nine such meetings did take place between March 12 and April 16, 1973.*

In addition to the meetings with the school people, the study director met with seven Chamber of Commerce representatives between March 19 and April 9, 1973. The representatives were as follows:

Domenick J. Avenatti
Clinton Chamber of Commerce

Frank Cornelius
Lebanon Chamber of Commerce

Richard Frey
Covington Chamber of Commerce

Louise Osgood
Bi-county (Fountain and Warren Counties) Chamber of Commerce

Charles W. Bennett
Crawfordsville Chamber of Commerce

Jack Flint
Greencastle Chamber of Commerce

Austin K. Noblitt
Rockville Chamber of Commerce

In discussions with these Chamber of Commerce representatives, an attempt was made to assess potential support in the business-industrial community

* * * *

*The school corporations involved were: Clay Community Schools, Covington Community School Corporation, Crawfordsville Community School Corporation, Greencastle Community Schools, Lebanon Community School Corporation, MSD of Warren County, North Putnam Community School Corporation, Rockville Consolidated Schools, and South Vermillion Community School Corporation.

for the tentative recommendations, to determine if there were pending major business-industrial changes in the area of which the study director was unaware, and to obtain a feeling for the quality of the school-community relationship.

In general, both schoolmen and Chamber of Commerce representatives exhibited a positive attitude toward the tentative recommendations and school-community relations are apparently very good in the areas sampled. The Chamber of Commerce representatives were very positive in their attitudes toward the schools' efforts but were not unaware of the relative strengths and weaknesses of the schools. The general attitude of the Chamber of Commerce representatives perhaps is best summarized by the parting remark often heard, "Just tell us what we can do to help and to keep our young people in the area."

During the month of April, 1973, the tentative recommendations were refined and modified on the basis of the discussions held between the project director and the schoolmen and Chamber of Commerce representatives, and the final report was assembled and issued.

SECTION IV

CURRENT PROGRAMS

TABLE IV-a
NUMBER OF SECTIONS
Reimbursed Vocational Programs
by Corporation
Grades 7-12

PVI CODE	TITLE	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	NORTH MONTGOMERY	NORTH PUTNAM	ROCKVILLE	SOUTHEAST FOUNTAIN	SOUTH MONTGOMERY	SOUTH PUTNAM	SOUTH VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE	ALL DISTRICTS COMBINED
010000	- Agriculture	--	--	--	--	--	--	--	--	(1)	2	--	--	--	--	--	--	--	2(1)
010100	- Agricultureal Production	1	10	--	1	--	3	--	3	(1)	--	4	4	4	--	1	2	4	37(1)
010101	- Animal Science	--	--	--	--	--	--	--	1	1	--	--	--	--	--	2	2	--	6
010102	- Plant Science	--	---	--	--	--	--	--	--	1	--	--	--	--	--	--	1	--	2
010104	- Farm Business Management	1	--	--	--	--	--	--	--	1	--	--	--	--	--	1	1	--	4
010151	- Soil Science	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1
010200	- Agricultural Supplies and Services	1	--	--	2	--	--	--	--	--	--	--	--	--	--	--	--	--	3
010300	- Agricultural Mechanics	--	1	--	--	--	--	--	3	1	--	--	--	--	--	--	6	1	12
010302	- Agricultural Structures	--	--	--	--	--	--	--	2	--	--	--	--	--	--	--	--	--	2
010303	- Agricultural Power and Machines	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1
010306	- Agricultural Construction and Maintainence	--	--	--	--	--	--	--	2	--	--	--	--	--	--	--	--	--	2
010307	- Agricultural Electrical Equipment	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1
010600	- Agricultural Resources	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	1	--	2
010603	- Soil	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1
019900	- Other Agriculture	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1
090101	- Comprehensive Home Economics	2	--	--	--	4	--	6	2(1)	(5)	--	--	2	--	--	--	1(1)	1	18(7)
090102	- Child Development	1	--	1	2	2	--	2	1	2	--	1	1	1	2	1	1	--	18

( ) = Normally reimbursed but disallowed for the 1972-73 Academic year.

TABLE IV-a, con't.

PVI CODE	TITLE	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	N. MONTGOMERY	NORTH PUTNAM	ROCKVILLE	S.S. FOUNTAIN	S. MONTGOMERY	SOUTH PUTNAM	S. VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE	ALL DISTRICTS COMBINED
090103 -	Textiles and Clothing	1	7	2	1	4	5	--	3	--	--	2	3	2	6	2	5	2	45
090104 -	Consumer Education--Foundations	1	7	1	1	--	3	2	--	--	--	2	1	2	2	1	3	3	29
090105 -	Family Health	1	--	--	2	--	--	--	1	2	--	1	1	1	1	--	--	--	10
090106 -	Family Relations	1	--	1	--	--	1	--	2	1	--	2	2	--	2	1	3	2	18
090107 -	Foods and Nutrition	1	7	1	1	(5)	4	3(4)	3	4	--	8(1)	3	2	5	1	6	--	49(10)
090108 -	Family Management	1	--	--	--	--	--	--	1	2	--	2	--	--	1	--	--	--	7
090109 -	Housing	1	6	1	1	2	1	--	1	1	--	--	2	--	1	2	1	1	21
090152 -	Interpersonal Relations	--	7	1	1	--	3	--	--	2	--	2	1	2	2	1	3(1)	--	25(1)
090153 -	Human Development	--	6	--	1	--	--	--	--	--	--	--	--	--	--	--	1	--	8
090154 -	Orientation to the World of Work	--	--	--	--	--	--	--	2	--	--	--	--	--	2	--	1	--	5
090202 -	Clothing Management	--	--	--	--	(4)	--	--	--	--	--	--	--	--	--	--	--	--	(4)
140000 -	Office Education	--	--	--	--	--	--	1	1	1	--	--	1	1	2	--	--	--	7
140200 -	Data Processing Occupations	--	--	--	--	(1)	--	--	--	--	--	--	--	--	--	--	--	--	(1)
140303 -	General Office Clerk	--	--	--	--	1(1)	--	--	--	(1)	--	--	--	--	--	--	--	--	1(2)
140702 -	Secretary	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1
140902 -	Typist	--	--	--	--	--	--	--	--	(1)	--	--	--	--	--	--	--	--	(1)
149900 -	Other Office	--	--	--	--	--	--	--	--	--	--	--	--	--	(1)	--	--	--	(1)
170000 -	Trade and Industrial Education	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	1
171300 -	Drafting	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1
279900 -	Remedial other than English, Mathematics, or Science	--	(2)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	(2)
280000 -	Vocational Guidance	--	2	--	--	2	1	--	--	--	--	--	--	--	--	--	--	--	5
290000 -	Interdisciplinary Cooperative Education (ICE) Programs	--	--	--	--	--	3	--	--	--	--	--	--	--	1	1	1	--	6

( ) = Normally reimbursed but disallowed for the 1972-73 Academic year.

TABLE IV-b
ENROLLMENTS
Reimbursed Vocational
Programs by
Corporation
Grades 7-12

PVI CODE	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	NORTH MONTGOMERY	NORTH PUTNAM	ROCKVILLE	SOUTHEAST FOUNTAIN	SOUTH MONTGOMERY	SOUTH PUTNAM	SOUTH VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE	ALL DISTRICTS COMBINED
010000	--	--	--	--	--	--	--	--	(60)	48	--	--	--	--	--	--	--	48(60)
010100	23	146	--	26	--	46	--	53	(60)	--	84	48	71	--	24	28	71	620(60)
010101	--	--	--	--	--	--	--	14	28	--	--	--	--	--	26	39	--	107
010102	--	--	--	--	--	--	--	--	33	--	--	--	--	--	--	20	--	53
010104	10	--	--	--	--	--	--	--	15	--	--	--	--	--	10	20	--	55
010151	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	15	--	15
010200	26	--	--	19	--	--	--	--	--	--	--	--	--	--	--	--	--	45
010300	--	23	--	--	--	--	--	35	31	--	--	--	--	--	--	98	22	209
010302	--	--	--	--	--	--	--	25	--	--	--	--	--	--	--	--	--	25
010303	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	15	--	15
010306	--	--	--	--	--	--	--	36	--	--	--	--	--	--	--	--	--	36
010307	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	24	--	24
010600	--	--	--	--	--	--	--	15	--	--	--	--	--	--	--	20	--	35
010603	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	13	--	13
019900	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	13	--	13
090101	25	--	--	--	56	--	150	26(21)	(113)	--	--	31	--	--	--	16(13)	14	318(147)
090102	8	--	8	24	36	--	37	23	21	--	20	26	15	53	18	9	--	298
090103	14	125	27	15	77	89	--	60	--	--	37	35	24	71	36	70	23	703
090104	19	101	18	24	--	56	43	--	--	--	38	19	40	32	9	32	47	478
090105	14	--	--	24	--	--	--	11	44	--	8	10	26	12	--	--	--	149
090106	25	--	9	--	--	14	--	35	18	--	37	33	--	48	4	45	53	321
090107	14	129	18	18	(9i)	69	65(41)	62	65	--	123(?)	45	27	70	8	73	--	786(132+)
090108	25	--	--	--	--	--	--	11	38	--	37	--	--	18	--	--	--	12)
090109	14	97	8	15	28	13	--	11	18	--	36	43	--	14	22	7	12	338
090152	--	96	18	24	--	56	--	--	38	--	--	20	40	44	9	24(10)	--	369(10)
090153	--	97	--	18	--	--	--	--	--	--	--	--	--	--	--	15	--	130
090154	--	--	--	--	--	--	--	28	--	--	--	--	--	28	--	11	--	67
090202	--	--	--	--	(64)	--	--	--	--	--	--	--	--	--	--	--	--	(64)
140000	--	--	--	--	--	--	30	34	22	--	--	32	34	38	--	--	--	190

( ) = Normally reimbursed but disallowed for the 1972-73 Academic year.

TABLE IV-b, con't.

PVI CODE	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	N. MONTGOMERY	NORTH PUTNAM	ROCKVILLE	S.E. FOUNTAIN	S. MONTGOMERY	SOUTH PUTNAM	S. VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE	ALL DISTRICTS COMBINED
140200	--	--	--	--	(19)	--	--	--	--	--	--	--	--	--	--	--	--	(19)
140303	--	--	--	--	26(17)	--	--	--	(20)	--	--	--	--	--	--	--	--	26(37)
140702	--	--	34	--	--	--	--	--	--	--	--	--	--	--	--	--	--	34
140902	--	--	--	--	--	--	--	--	(20)	--	--	--	--	--	--	--	--	(20)
149900	--	--	--	--	--	--	--	--	--	--	--	--	--	(13)	--	--	--	(13)
170000	--	--	--	--	20	--	--	--	--	--	--	--	--	--	--	--	--	20
171300	--	?	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	?
279900	--	(22)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	(22)
280000	--	46	--	--	24	19	--	--	--	--	--	--	--	--	--	--	--	89
290000	--	--	--	--	--	77	--	--	--	--	--	--	--	15	16	6	--	114

( ) = Normally reimbursed but disallowed for the 1972-73 Academic year.
? or + indicates enrollments unknown but in excess of figures shown.

Table IV-a summarizes the number of sections of school based vocational programs offered by the various school corporations and reimbursed by the State Division of Vocational Education for the 1972-73 school year. Table IV-b presents a summary of the number of students enrolled in those programs. The course titles used in Table IV-a are those found in the Vocational Education Data System Manual published by the Division of Vocational Education, Indiana Department of Public Instruction and these titles frequently differ from the course designations assigned by the individual corporations. It must be noted that under many PVI Codes and titles a number of related courses with different content can be offered. Therefore, because twelve of the corporations offer thirty-eight sections under the general heading "Agricultural Production" does not indicate that the same course is being repeated a total of thirty-eight times, but neither does it mean there is not a great deal of duplication of offerings between corporations. A considerable duplication of efforts indeed does exist.

The per section enrollment for reimbursed courses tends to be lower than would be expected for most high school offerings. In some cases the nature of the instruction and safety considerations require a low pupil-teacher ratio, but in other cases this is not so. A low pupil-teacher ratio means high per pupil costs. Wherever a low pupil-teacher ratio is not demanded for safety and where neighboring districts are offering vocational courses which are essentially duplications of each others efforts, consideration should be given to developing a cooperative program. Such a program of cooperation between corporations could lay the groundwork for expanded vocational-technical offerings with minimal cost increases through a more efficient utilization of staff and facilities. The cooperative efforts would provide a wider student base but there would be, of course, some increased transportation costs which would off-set a part of the financial gain realized by the elimination of duplication. Nevertheless, the net effect of such cooperation between districts would be to release some funds for program expansion.

TABLE IV-c
ADULT VOCATIONAL PROGRAMS REIMBURSED by
INDIANA DIVISION OF VOCATIONAL EDUCATION
Number of Sections ( ) and Enrollments
by Corporation 1972-73

PVI CODE	LOCAL Course Title	CLAY	NORTH MONTGOMERY	NORTH PUTNAM	SOUTH MONTGOMERY	TURKEY RUN	WARREN
010000	Records Class, Young Farmers		(1)20				
010000	Country Couples, Young Farmers		(1)20				
010000	Young Farmers		(1)17		(1)24		
010100	Agricultural Production	(4)69					(1)15
010100	Profitable Farming						(1)20
010100	Adult Education, Agricultural			(1)15	(1)15		
010100	Farm Management, Young Farmers					(1)24	
010104	Adult Farm Business Management					(1)25	
010300	Adult Education, Agricultural Mechanics			(1)15			
010306	Agricultural Welding		(1)12				

The reimbursed courses offered to adults in the communities served by the participating school corporations are far more limited in scope and availability than are reimbursed for students. As of November, 1972, only five of the seventeen corporations reported offering a total of sixteen sections of reimbursed adult programs and all of these adult offerings were in some phase of agriculture. However, as noted in Section VI, Table VI-b in the adult communities as represented by the parents of grade 4, 8, and 10 pupils, the potential interest in non-agricultural areas is probably such that greatly expanded adult vocationally oriented programs could be considered.

In addition to the courses offered to the student and adult populations which are reimbursed by the Division of Vocational Education, there are a number of courses offered to both groups which can result in the development of salable skills although the interest of adults in such offerings is frequently at the level of developing avocational

skills. The availability of such courses for students in the industrial and commercial areas as reported by the participating school districts are presented as Table IV-d.

These "non-reimbursed" programs, as is true of the reimbursed vocational programs, frequently require a considerable capital investment for equipment and, for various reasons, have low pupil-teacher ratios. Furthermore, as was observed to be true for the reimbursed programs there is a considerable duplication of the courses offered by the various corporations. Once again the corporations may find that cooperative efforts focused on reducing such duplication could result in the ability to expand and diversify offerings in these categories as well as for reimbursed programs.

TABLE IV-d
INDUSTRIAL and COMMERCIAL COURSES
NOT REIMBURSED BY THE
STATE DIVISION OF VOCATIONAL EDUCATION
by School Corporation

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	NORTH MONTGOMERY	NORTH PUTNAM	ROCKVILLE	SOUTHEAST FOUNTAIN	SOUTH MONTGOMERY	SOUTH PUTNAM	SOUTH VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE
Industrial - Beginning																	
Auto mechanics		x		x		x										x	
Co-ed industrial arts				x													
Drafting (drawing and planning, engineering, architect, mechanical)	x	x	x	x	x		x		x	x	x	x	x	x	x	x	x
Electricity	x		x	x	x			x	x			x			x		
Electronics					x		x					x				x	
Foundry																x	
General shop				x				x		x	x	x		x			x
Graphic arts			x						x		x	x	x				
Industrial materials						x											
Machine shop (1st year)					x		x					x		x		x	
Metals	x		x	x		x			x		x	x	x			x	x
Plastics								x				x					
Power (mechanics or systems)	x		x				x	x	x		x	x	x	x	x		
Printing					x	x	x							x			
Small engine repair (air-cooled engines)						x											
Welding (arc)		x												x	x	x	
Woods	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x
Industrial - Advanced																	
Advanced shop										x							

TABLE IV-d, con't.

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	N. MONTGOMERY	NORTH PUTNAM	ROCKVILLE	S.E. FOUNTAIN	S. MONTGOMERY	SOUTH PUTNAM	S. VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE
Drafting (mechanical drawing 2nd year)			x		x	x	x						x	x	x	x	
Electricity (2nd year)			x												x		
Electronics (2nd year)					x												
Graphic arts			x									x	x				
Machine shop (2nd year)					x		x							x			
Metals	x		x			x							x			x	
Power (mechanics)			x				x										
Printing (2nd year)					x	x	x							x			
Welding														x			
Wood (2nd year)	x		x		x	x	x	x				x	x		x	x	
<u>Commercial - Beginning</u>																	
Basic accounting or bookkeeping	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Business communication or English			x		x	x	x				x	x		x	x		
Business law		x			x	x	x			x	x	x		x			
Business math				x			x	x	x		x	x		x			
Business or office machines	x	x	x	x			x				x	x		x			
Business sales and service	x																
Clerical practice		x		x							x						
Consumer economics						x				x							
General business	x	x		x			x	x	x	x	x	x	x	x	x	x	
Introduction to business I					x												
Marketing											x						
Office practice													x		x	x	x
Secretarial practice		x									x						
Shorthand (1st year)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Typing (1st year)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

TABLE IV-d, con't.

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	N. MONTGOMERY	NORTH PUTNAM	ROCKVILLE	S.E. FOUNTAIN	S. MONTGOMERY	SOUTH PUTNAM	S. VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE
Commercial - Advanced																	
Accounting or bookkeeping II		x			x		x	x	x			x		x			
Clerical practice II		x															
Introduction to business II					x												
Shorthand (2nd year)		x	x	x	x		x	x	x			x	x	x	x	x	x
Typing (2nd year)			x	x	x	x	x	x	x			x	x	x	x	x	x

SECTION V

STUDENT REACTIONS

A total of 4781 grade 9 (2655) and grade 11 (2126) students from the seventeen participating corporations completed the "Student Occupational Interest Inventory" (SOII -- Exhibit XII-H). Based on the grade 9 and the grade 11 enrollments for fall 1972, this represents a percent of return at grade 9 ranging from 75% (Southeast Fountain) to 96% (Greencastle). The percent of return for grade 11 varied between 41% (Southeast Fountain) and 99% (Covington). Student responses to the SOII are summarized in Table V-a and in Table V-b.

Although sex as a primary determiner of vocational goal is in the initial stages of breaking down, students in west central Indiana still largely are stating traditional male-female occupational goals. At the professional level, girls are indicating some interest in traditionally male careers such as veterinary medicine, engineering, and law but not in the traditionally male skilled trades. Of the male grade 9 and grade 11 students participating in this study, however, not one indicated an interest in occupations which tradition marks as predominantly female such as nursing and secretarial work although such areas can be very worthwhile financially and extremely rewarding in personal satisfaction for men.

For those ninth grade students indicating an occupational choice, the highest percent indicate that choice to be at the professional level of occupational aspiration in all but two of the corporations. The two exceptions are South Vermillion and Western Boone where the skilled trades level of aspiration was the most frequently noted. The pattern for indicated occupational choice at the eleventh grade level is similar to the grade 9 pattern except that the skilled trades were most frequently cited by the students in five districts (North Montgomery, North Putnam, Southeast Fountain, South Vermillion, and Turkey Run). At both grade levels a considerable percent of students either indicated that they were undecided concerning an occupational goal (from 2% [Rockville] to 33% [Warren] at grade 9 and from 9% [Lebanon] to 41% [Warren] at grade 11) or did not respond to the question (from 4% [South Vermillion] to 28% [Attica] at grade 9 and from 5% [Crawfordsville] to 18% [South Putnam] at grade 11). In nine of the corporations the percent of juniors indicating professional career aspirations was higher

TABLE V-a
STUDENT OCCUPATIONAL
INTEREST INVENTORY
Student Responses in Percent
by Corporation
GRADE 9

	ATTICA N = 91	CLAY N = 349	CLOVERDALE N = 70	COVINGTON N = 112	CRAWFORDSVILLE N = 266	GREENCASTLE N = 203	LEBANON N = 254	NORTH MONTGOMERY N = 170	NORTH PUTNAM N = 135	ROCKVILLE N = 87	SOUTHEAST FOUNTAIN N = 103	SOUTH MONTGOMERY N = 144	SOUTH PUTNAM N = 124	SOUTH VERMILLION N = 200	TURKEY RUN N = 76	WARREN N = 125	WESTERN BOONE N = 146
Percent of Return (Based on grade 9 fall 1972 enrollments)	91.0	86.4	*	94.1	89.9	96.2	89.1	82.1	82.3	94.6	75.2	87.8	90.5	92.6	91.6	78.1	86.4
5. Do you plan to graduate?																	
Yes	91.2	96.0	94.3	90.2	98.9	95.1	96.5	94.7	96.3	97.7	94.2	93.8	97.6	96.0	92.1	93.6	93.8
No	4.4	0.9	--	3.6	0.4	--	1.2	0.6	3.0	2.3	--	--	0.8	2.5	--	0.8	2.1
Omit	4.4	3.2	5.7	6.3	0.8	4.9	2.4	4.7	0.7	--	5.8	6.3	1.6	1.5	7.9	5.6	4.1
6. High School Program:																	
college preparatory	35.2	41.0	15.7	35.7	39.8	35.0	13.0	30.0	35.6	48.3	19.4	45.8	36.3	19.5	36.8	16.8	26.0
business-commercial	4.4	10.6	5.7	4.5	11.3	7.9	3.9	4.7	22.2	2.3	5.8	14.6	9.7	12.0	15.8	8.8	13.0
vocational-technical	6.6	10.3	5.7	8.0	5.6	10.8	2.0	4.7	27.4	4.6	9.7	9.0	28.2	15.0	31.6	9.6	13.0
general	27.5	32.7	64.3	40.2	36.5	36.9	73.6	43.5	8.9	44.8	52.4	23.6	18.6	52.5	14.5	60.8	38.4
other	2.2	1.4	5.7	6.3	1.9	1.0	3.5	4.7	3.0	--	4.9	1.4	2.4	--	1.3	1.6	3.4
omit-multiple	24.2	4.0	2.9	5.4	4.9	8.4	3.9	12.4	3.0	--	7.8	5.6	4.8	1.0	--	2.4	6.2
7. Occupational Choice:																	
professional	18.7	22.9	22.9	21.4	26.7	19.7	23.2	20.0	21.5	32.2	20.4	27.8	21.0	15.5	21.1	18.4	11.0
business and sales	2.2	2.3	2.9	0.9	2.6	2.0	2.0	1.8	--	1.2	--	0.7	4.0	0.5	--	4.8	2.1
clerical and office	4.4	6.0	11.4	3.6	5.6	4.9	6.3	7.1	11.1	8.1	7.8	11.8	4.0	9.0	10.5	4.8	8.2
skilled	3.3	14.9	14.3	10.7	12.0	13.3	15.0	16.5	18.5	28.7	11.7	8.3	17.7	22.5	18.4	7.2	13.7
service	6.6	5.4	8.6	2.7	4.5	3.4	4.3	5.3	5.9	3.4	3.9	4.2	8.1	8.5	1.3	3.2	6.2
farming and agriculture	2.2	3.4	1.4	6.3	0.4	2.0	2.0	5.3	4.4	5.7	1.9	0.7	4.8	1.0	3.9	6.4	8.9
labor	4.4	1.4	2.9	5.4	1.5	3.9	6.7	5.3	0 7	2.3	2.9	4.2	3.2	4.0	2 6	4.0	6.2
marriage	2.2	2.3	1.4	3.6	1.9	0.5	4.3	0.6	3.7	2.3	1.9	0.7	4.0	6.5	1.3	--	3.4

*fall enrollment was 69 but by December the enrollment had increased.

TABLE V-a, con't.

	ATTICA N = 91	CLAY N = 349	CLOVERDALE N = 70	COVINGTON N = 112	CRAWFORDSVILLE N = 266	GREENCASTLE N = 203	LEBANON N = 254	N. MONTGOMERY N = 170	N. PUTNAM N = 135	ROCKVILLE N = 87	S.E. FOUNTAIN N = 103	S. MONTGOMERY N = 144	S. PUTNAM N = 124	S. VERMILLION N = 200	TURKEY RUN N = 76	WARREN N = 125	WESTERN BOONE N = 146
7. Occupational Choice (con't.)																	
entertainment	1.1	1.1	5.7	0.9	1.1	0.5	3.1	1.8	1.5	1.1	--	--	0.8	2.5	--	1.6	2.7
undecided	23.1	22.1	18.6	27.7	27.8	26.6	25.2	20.6	25.2	2.3	22.3	23.6	17.7	25.0	25.0	32.8	27.4
other	4.4	3.7	4.3	0.9	1.9	3.0	1.6	3.5	0.7	1.1	4.9	0.7	0.8	1.5	2.6	4.8	1.4
omit	27.5	14.3	5.7	16.1	13.9	20.2	6.3	12.4	6.7	11.5	22.3	17.4	13.7	3.5	13.2	12.0	8.9
8. Post-secondary Plans:																	
vocational-technical school	1.1	8.9	10.0	6.3	6.0	6.4	5.1	6.5	9.6	11.5	4.9	6.9	8.1	8.0	7.9	4.8	8.2
business school	2.2	4.3	7.1	1.8	5.3	3.4	5.5	7.1	9.6	4.6	7.8	4.2	4.8	2.5	5.3	5.6	8.2
nursing school	4.4	4.6	1.4	2.7	2.6	3.0	0.8	2.9	3.0	2.3	6.8	0.7	0.8	1.0	3.9	5.6	2.1
junior college	1.1	3.4	1.4	3.6	3.0	2.5	2.8	2.4	1.5	2.3	1.0	1.4	5.7	1.5	--	3.2	0.7
senior college	24.2	27.5	25.7	25.9	33.1	35.5	28.7	24.7	23.7	25.3	22.3	25.7	20.2	26.5	14.5	30.4	17.8
employment	12.1	5.2	10.0	8.9	8.3	9.9	13.4	11.2	5.2	6.9	11.7	11.1	16.1	14.0	7.9	8.8	4.8
military	6.6	5.7	10.0	4.5	6.0	5.9	5.9	6.5	12.6	10.4	8.7	6.3	6.5	10.5	5.3	4.8	8.9
apprenticeship	--	0.6	1.4	0.9	--	0.5	--	--	0.7	--	1.9	0.7	--	1.0	2.6	1.6	2.7
housewife	4.4	3.7	--	5.4	1.5	2.0	4.3	--	3.7	2.3	1.0	2.1	3.2	6.5	1.3	0.8	6.2
undecided	31.9	32.1	27.1	35.7	32.3	28.1	27.2	35.3	27.4	27.6	32.0	36.8	29.8	25.0	50.0	32.0	37.0
other	2.2	2.3	5.7	2.7	1.5	2.0	5.9	1.2	2.2	--	1.0	2.1	2.4	2.5	--	2.4	2.1
omit	9.9	1.7	--	1.8	0.4	1.0	0.4	2.4	0.7	6.9	1.0	2.1	2.4	1.0	1.3	--	1.4
9. Enroll in preparation for employment courses?																	
Yes	48.4	57.0	84.3	47.3	50.4	50.7	61.0	47.6	43.0	54.0	68.0	57.6	69.4	57.0	57.9	71.2	65.1
No	44.0	41.3	15.7	49.1	42.1	45.3	37.0	47.6	53.3	44.8	30.1	35.4	30.7	41.5	42.1	27.2	33.6
Omit	7.7	1.7	--	3.6	7.5	3.9	2.0	4.7	3.7	1.2	1.9	6.9	--	1.5	--	1.6	1.4
10. Willing to travel for courses?																	
Yes	35.2	47.0	61.4	36.6	51.1	40.4	42.5	35.9	40.0	62.1	37.9	36.1	53.2	51.0	50.0	55.2	48.6
No	46.2	50.4	35.7	58.9	43.2	52.2	55.1	58.8	57.8	24.1	59.2	54.9	44.4	43.5	50.0	43.2	50.0
Omit	18.7	2.6	2.9	4.5	5.6	7.4	2.4	5.3	2.2	13.8	2.9	9.0	2.4	5.5	--	1.6	1.4

TABLE V-a, con't.

	ATTICA N = 91	CLAY N = 349	CLOVERDALE N = 70	COVINGTON N = 112	CRAWFORDSVILLE N = 266	GREENCASTLE N = 203	LEBANON N = 254	N. MONTGOMERY N = 170	N. PUTNAM N = 135	ROCKVILLE N = 87	S.E. FOUNTAIN N = 103	S. MONTGOMERY N = 144	S. PUTNAM N = 124	S. VERMILLION N = 200	TURKEY RUN N = 76	WARREN N = 125	WESTERN BOONE N = 146
11. Desired courses now available?																	
Yes	60.4	65.3	45.7	60.7	59.4	72.9	69.7	74.7	79.3	29.9	60.2	79.9	75.8	68.5	75.0	58.4	56.9
No	26.4	30.7	52.9	34.8	19.5	20.2	26.8	20.6	20.7	64.4	32.0	14.6	22.6	29.0	23.7	38.4	42.5
Omit	13.2	4.0	1.4	4.5	21.1	6.9	3.5	4.7	--	5.7	7.8	5.6	1.6	2.5	1.3	3.2	0.7
12. Current high school program appropriate?																	
Yes	60.4	67.6	61.4	65.2	69.9	70.0	66.5	80.0	78.5	39.1	62.1	79.2	73.4	74.5	78.9	76.0	63.7
No	31.9	30.7	35.7	31.3	23.7	25.6	31.9	17.6	17.0	56.3	34.0	16.7	25.0	23.5	21.1	22.4	33.6
Omit	7.7	1.7	2.9	3.6	6.4	4.4	1.6	2.4	4.4	4.6	3.9	4.2	1.6	2.0	--	1.6	2.7
13. Informed about number of careers?																	
Yes	49.5	52.7	31.4	72.3	34.6	56.2	47.2	48.8	28.9	46.0	41.8	66.0	35.5	52.0	50.0	46.4	46.6
No	48.4	47.0	65.7	26.8	65.4	43.8	52.4	50.6	69.6	54.0	56.3	31.9	63.7	48.0	50.0	53.6	53.4
Omit	2.2	0.3	2.9	0.9	--	--	0.4	0.6	1.5	--	1.9	2.1	0.8	--	--	--	--
14. Informed about training for careers?																	
Yes	52.7	51.0	50.0	67.9	32.0	47.3	43.7	47.6	36.3	29.9	46.6	56.9	37.9	50.5	60.5	43.2	54.8
No	40.7	47.3	44.3	28.6	65.0	47.3	55.5	47.1	60.7	66.7	50.5	38.2	56.5	46.5	35.5	54.4	43.2
Omit	6.6	1.7	5.7	3.6	3.0	5.4	0.8	5.3	3.0	3.5	2.9	4.9	5.7	3.0	3.9	2.4	2.1
15. Distance of adult residence from current:																	
within 50 miles	50.5	60.5	45.7	66.1	41.7	50.7	55.1	61.2	51.1	51.7	60.2	75.0	70.2	55.0	63.2	61.6	66.4
50-100 miles	17.6	13.8	31.4	14.3	14.3	11.3	13.0	12.4	17.8	24.1	10.7	7.6	12.1	14.0	21.1	18.4	9.6
more than 100 miles	19.8	21.8	20.0	13.4	28.2	23.6	27.2	18.8	28.2	23.0	19.4	6.3	12.1	28.0	13.2	12.8	17.8
Omit	12.1	4.0	2.9	6.3	15.8	14.3	4.7	7.6	3.0	1.2	9.7	11.1	5.7	3.0	2.6	7.2	6.2

TABLE V-a, con't.

	ATTICA N = 91	CLAY N = 349	CLOVERDALE N = 70	COVINGTON N = 112	CRAWFORDSVILLE N = 266	GREENCASTLE N = 203	LEBANON N = 254	N. MONTGOMERY N = 170	N. PUTNAM N = 135	ROCKVILLE N = 87	S.E. FOUNTAIN N = 103	S. MONTGOMERY N = 144	S. PUTNAM N = 124	S. VERMILLION N = 200	TURKEY RUN N = 76	WARREN N = 125	WESTERN BOONE N = 146
16. Sources of career information:																	
parents	53.8	48.1	35.7	55.4	59.8	52.2	43.3	61.2	40.7	46.0	37.9	49.3	50.8	53.0	44.7	41.6	35.6
teachers	14.3	18.3	24.3	17.0	19.9	19.2	10.6	13.5	13.3	25.3	6.8	22.2	25.0	23.5	19.7	25.6	18.5
counselors	4.4	15.8	4.3	9.8	9.0	15.8	19.3	5.9	17.8	37.9	43.7	17.4	29.0	3.0	28.9	27.2	19.2
other high school students	12.1	7.7	--	6.3	8.6	7.9	7.1	11.2	5.9	6.9	4.9	4.2	8.9	6.0	13.2	8.0	7.5
older friends	23.1	17.8	8.6	22.3	26.3	25.1	18.9	19.4	14.1	25.3	23.3	13.9	27.4	23.0	18.4	13.6	17.1
other	17.6	17.2	25.7	17.0	20.7	16.7	24.8	15.9	10.4	14.9	13.6	14.6	24.2	18.0	15.8	17.6	19.9
omit	6.6	3.2	4.3	3.6	2.6	1.0	1.2	2.9	3.0	--	1.0	5.6	2.4	--	--	0.8	2.7
17. Program Interest (C choices):																	
Trade and Industrial	16.5	10.3	22.9	13.4	18.0	7.9	4.7	14.7	14.1	39.0	15.3	4.2	8.9	4.5	10.5	16.0	24.0
Business-Merchandising	14.3	15.8	20.0	17.0	19.9	10.8	16.1	12.9	20.7	24.1	16.5	10.4	4.8	7.0	6.6	18.4	11.6
Technologies	16.5	12.0	14.3	16.1	17.3	17.2	13.8	12.9	11.1	23.0	15.5	7.6	21.8	24.5	18.4	27.2	23.3
Food and Clothing	13.2	8.6	20.0	4.5	15.4	8.4	18.1	6.5	7.4	16.0	6.8	8.3	8.9	2.5	5.3	10.4	7.5
Agriculture	4.4	14.0	30.0	8.0	21.8	8.4	17.7	14.1	5.9	9.2	7.8	3.5	12.1	24.0	5.3	24.0	8.9
Public Service	30.8	24.9	28.6	23.2	27.4	32.0	27.6	20.6	27.4	37.9	16.5	21.5	37.1	20.5	28.9	36.8	25.3
Health Services	17.6	23.8	30.0	23.2	26.3	30.0	22.0	15.3	18.5	25.3	24.3	20.8	31.5	18.5	32.9	35.2	21.9
Other	16.5	28.7	40.0	23.2	33.1	26.1	21.3	15.3	30.4	24.1	26.2	9.7	26.6	32.0	13.2	31.2	20.5
18. First Choice:*																	
Trade and Industrial	40.0	55.6	37.5	26.7	41.7	31.3	25.0	36.0	47.4	64.7	31.3	33.3	45.5	55.6	62.5	45.0	57.1
Business-Merchandising	23.1	40.0	50.0	36.8	37.7	31.8	43.9	31.8	39.3	4.8	17.7	33.3	50.0	50.0	40.0	69.6	35.3
Technologies	20.0	33.3	10.0	55.6	28.3	17.1	42.9	40.9	26.7	10.0	37.5	63.6	44.4	53.1	57.1	58.8	29.4
Food and Clothing	8.3	26.7	28.6	--	14.6	17.6	32.6	45.5	20.0	7.1	--	50.0	9.1	40.0	50.0	23.1	45.5
Agriculture	--	34.7	23.8	22.2	24.1	5.9	40.0	25.0	12.5	25 0	12.5	40.0	33.3	39.6	--	36.7	--
Public Service	32.1	28.7	15.0	23.1	30.1	30.8	38.6	42.9	24.3	18.2	29.4	30.3	47.8	56.1	36.4	28.3	27 0
Health Services	37.5	44.6	19.0	26.9	45.7	59.0	55.4	57.7	36.0	72.7	48.0	26.7	46.2	62.2	60.0	38.6	46.9
Other	33.3	55.0	46.4	61.5	58.0	52.8	57.4	53.8	61.0	30.8	33.3	35.7	48.5	39.1	20.0	48.7	30.0

*Percent based on number selecting category as a (C) choice.

TABLE V-b
STUDENT OCCUPATIONAL
INTEREST INVENTORY
Student Responses in Percent
by Corporation
GRADE 11

	ATTICA N = 73	CLAY N = 320	CLOVERDALE N = 72	COVINGTON N = 95	CRAWFORDSVILLE N = 214	GREENCASTLE N = 150	LEBANON N = 140	NORTH MONTGOMERY N = 131	NORTH PUTNAM N = 116	ROCKVILLE N = 62	SOUTHEAST FOUNTAIN N = 50	SOUTH MONTGOMERY N = 150	SOUTH PUTNAM N = 95	SOUTH VERMILLION N = 142	TURKEY RUN N = 56	WARREN N = 115	WESTERN BOONE N = 145
Percent of Return (Based on grade 11 fall 1972 enrollments)	77.7	81.2	92.3	99.0	83.6	88.8	66.7	73.2	92.8	70.5	40.7	84.7	97.9	88.2	83.6	83.3	81.9
5. Do you plan to graduate?																	
Yes	94.5	97.2	98.6	96.8	96.7	94.0	95.7	99.2	98.3	95.2	92.0	91.3	96.8	99.3	94.6	94.8	98.6
No	--	0.3	1.4	1.1	--	1.3	0.7	--	--	--	--	--	--	--	--	0.9	--
Omit	5.5	2.5	--	2.1	3.3	4.7	3.6	0.8	1.7	4.8	8.0	8.7	3.2	0.7	5.4	4.3	1.4
6. High School Program:																	
college preparatory	38.4	28.1	25.0	37.9	47.2	37.3	32.9	25.2	40.5	64.5	20.0	34.0	30.5	23.2	30.4	32.2	35.2
business-commercial	15.1	17.2	8.3	13.7	13.6	20.0	11.4	9.9	18.1	19.4	24.0	17.3	20.0	10.6	12.5	16.5	24.1
vocational-technical	16.4	10.9	8.3	12.6	6.5	8.7	12.9	10.7	13.8	1.6	16.0	12.7	15.8	16.9	26.8	15.7	11.0
general	23.3	37.5	56.9	29.5	29.9	26.0	37.9	46.6	25.9	9.7	34.0	28.7	20.0	47.2	28.6	25.2	22.1
other	--	4.1	--	1.1	0.9	--	--	1.5	0.9	1.6	2.0	6.7	2.1	1.4	1.8	2.6	--
omit-multiple	6.8	2.2	1.4	5.3	1.9	8.0	5.0	6.1	0.9	3.2	4.0	0.7	11.6	0.7	--	7.8	7.6
7. Occupational Choice:																	
professional	20.5	25.6	18.1	22.1	20.1	22.0	27.1	16.8	12.1	32.3	8.0	22.7	22.1	13.4	25.0	18.3	17.9
business and sales	4.1	2.2	9.7	1.1	4.7	4.0	7.1	3.8	2.6	3.2	2.0	4.7	5.3	1.4	--	4.3	2.8
clerical and office	1.4	10.6	9.7	10.5	9.3	10.0	6.4	10.7	12.1	9.7	14.0	8.7	6.3	4.9	8.9	6.1	10.3
skilled	12.3	20.6	11.1	13.7	17.3	18.0	17.1	22.9	16.4	14.5	16.0	10.7	11.6	16.2	33.9	7.8	15.2
service	5.5	3.1	9.7	3.2	5.1	4.0	2.1	2.3	13.8	4.8	8.0	5.3	5.3	7.7	3.6	2.6	8.3
farming and agriculture	--	2.2	2.8	8.4	0.9	1.3	4.3	3.1	5.2	1.6	10.0	3.3	2.1	--	5.4	3.5	8.3
labor	13.7	0.6	1.4	3.2	1.9	2.7	9.3	3.1	1.7	--	4.0	5.3	2.1	2.1	1.8	2.6	4.8
marriage	--	2.8	4.2	1.1	--	--	1.4	2.3	0.9	--	--	3.3	2.1	4.2	1.8	0.9	0.7

TABLE V-b, con't.

	ATTICA N = 73	CLAY N = 320	CLOVERDALE N = 72	COVINGTON N = 95	CRAWFORDSVILLE N = 214	GREENCASTLE N = 150	LEBANON N = 140	N. MONTGOMERY N = 131	N. PUTNAM N = 116	ROCKVILLE N = 62	S.E. FOUNTAIN N = 50	S. MONTGOMERY N = 150	S. PUTNAM N = 95	S. VERMILLION N = 142	TURKEY RUN N = 56	WARREN N = 115	WESTERN BOONE N = 145
7. Occupational Choice (con't.)																	
entertainment	--	1.3	--	3.2	2.3	2.7	0.7	1.5	0.9	4.8	2.0	2.0	1.1	1.4	--	--	0.7
undecided	17.8	15.9	23.6	24.2	29.4	24.0	8.6	17.6	24.1	22.6	20.0	18.7	24.2	35.2	12.5	40.9	22.1
other	8.2	0.9	1.4	1.1	4.2	1.3	3.6	3.8	2.6	--	--	2.0	--	4.2	--	6.1	--
omit	16.4	14.1	8.3	8.4	4.7	10.0	12.1	12.2	7.8	6.5	16.0	13.3	17.9	9.2	7.1	7.0	9.0
8. Post-secondary Plans:																	
vocational-technical school	16.4	12.5	4.2	8.4	4.7	8.7	8.6	9.2	8.6	3.2	4.0	4.7	7.4	9.9	19.6	10.4	8.3
business school	2.7	7.2	6.9	6.3	5.1	5.3	3.6	3.8	3.4	16.1	16.0	6.0	2.1	1.4	8.9	4.3	8.3
nursing school	4.1	2.8	1.4	3.2	3.7	0.7	3.6	3.1	0.9	--	2.0	0.7	2.1	4.2	1.8	2.6	0.7
junior college	2.7	2.2	2.8	7.4	3.3	4.0	2.1	8.4	1.7	1.6	4.0	6.0	--	2.1	3.6	2.6	--
senior college	24.7	27.5	23.6	15.8	31.8	32.0	29.3	22.1	21.6	50.0	8.0	24.7	28.4	21.1	30.4	20.0	24.1
employment	12.3	10.9	15.3	12.6	10.3	12.0	15.0	13.7	14.7	3.2	16.0	14.7	13.7	18.3	7.1	11.3	10.3
military	6.8	5.0	13.9	3.2	5.1	6.0	4.3	1.5	14.7	8.1	16.0	6.0	5.3	7.7	8.9	5.2	10.3
apprenticeship	--	0.6	--	4.2	0.9	1.3	2.1	1.5	2.6	1.6	--	--	--	2.1	1.8	1.7	0.7
housewife	4.1	3.4	5.6	2.1	1.9	--	2.9	3.8	1.7	1.6	2.0	3.3	3.2	3.5	1.8	2.6	3.4
undecided	23.3	25.6	26.4	33.7	31.8	28.0	25.0	29.0	26.7	14.5	32.0	28.7	35.8	28.9	16.1	35.7	30.3
other	2.7	1.6	--	2.1	0.5	1.3	2.9	3.1	1.7	--	--	2.7	1.1	--	--	3.5	2.1
omit	--	0.6	--	1.1	0.9	0.7	0.7	0.8	1.7	--	--	2.7	1.1	0.7	--	--	1.4
9. Enroll in preparation for employment courses?																	
Yes	53.4	67.2	80.6	65.3	60.7	64.0	65.0	64.9	74.1	71.0	68.0	61.3	71.6	71.8	73.2	73.0	66.9
No	38.4	30.0	19.4	33.7	36.4	33.3	32.9	32.8	24.1	25.8	28.0	34.0	26.3	26.1	25.0	25.2	31.7
Omit	8.2	2.8	--	1.1	2.8	2.7	2.1	2.3	1.7	3.2	4.0	4.7	2.1	2.1	1.8	1.7	1.4
10. Willing to travel for courses?																	
Yes	47.9	50.6	52.8	46.3	53.3	46.0	47.9	27.5	53.4	56.5	34.0	30.0	47.4	57.0	50.0	63.5	46.9
No	43.8	44.7	44.4	51.6	41.6	51.3	50.7	68.7	44.8	37.1	62.0	63.3	47.4	40.8	44.6	33.9	51.0
Omit	8.2	4.7	2.8	2.1	5.1	2.7	1.4	3.8	1.7	6.5	4.0	6.7	5.3	2.1	5.4	2.6	2.1

TABLE V-b, con't.

	ATTICA N = 73	CLAY N = 320	CLOVERDALE N = 72	COVINGTON N = 95	CRAWFORDSVILLE N = 214	GREENCASTLE N = 150	LEBANON N = 140	N. MONTGOMERY N = 131	N. PUTNAM N = 116	ROCKVILLE N = 62	S.E. FOUNTAIN N = 50	S. MONTGOMERY N = 150	S. PUTNAM N = 95	S. VERMILLION N = 142	TURKEY RUN N = 56	WARREN N = 115	WESTERN BOONE N = 145
11. Desired courses now available?																	
Yes	60.3	60.0	58.3	61.1	58.9	52.7	63.6	77.9	53.4	51.6	62.0	66.0	57.9	33.1	55.4	50.4	56.6
No	28.8	35.3	40.3	36.8	38.3	44.0	31.4	16.8	44.0	46.8	30.0	31.3	37.9	63.4	42.9	46.1	42.6
Omit	11.0	4.7	1.4	2.1	2.8	3.3	5.0	5.3	2.6	1.6	8.0	2.7	4.2	3.5	1.8	3.5	0.7
12. Current high school program appropriate?																	
Yes	67.1	65.6	76.4	51.6	58.4	52.0	69.3	71.8	63.8	61.3	74.0	62.7	71.6	40.8	62.5	61.7	63.4
No	30.1	32.8	23.6	47.4	39.3	44.7	28.6	24.4	35.3	37.1	24.0	33.3	27.4	57.7	37.5	36.5	35.9
Omit	2.7	1.6	--	1.1	2.3	3.3	2.1	3.8	0.9	1.6	2.0	4.0	1.1	1.4	--	1.7	0.7
13. Informed about number of careers?																	
Yes	47.9	55.0	62.5	46.3	46.7	49.3	60.7	52.7	46.6	38.7	60.0	44.7	55.8	33.1	60.7	44.3	54.5
No	49.3	45.0	37.5	52.6	52.3	49.3	38.6	45.8	51.7	61.3	40.0	53.3	44.2	64.1	37.5	55.7	45.5
Omit	2.7	--	--	1.1	0.9	1.3	0.7	1.5	1.7	--	--	2.0	--	2.8	1.8	--	--
14. Informed about training for careers?																	
Yes	45.2	52.2	48.6	43.2	45.3	44.0	63.6	61.1	44.0	29.0	50.0	37.3	55.8	38.0	53.6	42.6	55.9
No	45.2	45.9	51.4	56.8	54.2	54.0	32.9	35.1	53.4	67.7	44.0	56.0	41.1	56.3	42.9	53.9	42.1
Omit	9.6	1.9	--	--	0.5	2.0	3.6	3.8	2.6	3.2	6.0	6.7	3.2	5.6	3.6	3.5	2.1
15. Distance of adult residence from current:																	
within 50 miles	64.4	63.4	55.6	63.2	51.4	48.7	66.4	61.8	57.0	43.5	54.0	64.7	63.2	58.5	50.0	48.7	73.8
50-100 miles	16.4	15.6	25.0	18.9	12.1	13.3	7.1	14.5	21.6	9.7	20.0	13.3	7.4	18.3	17.9	19.1	12.4
more than 100 miles	17.8	15.0	13.9	15.8	26.2	22.7	17.9	16.8	18.1	22.6	20.0	12.0	20.0	16.2	23.2	25.2	10.3
Omit	1.4	5.9	5.6	2.1	10.3	15.3	8.6	6.9	3.4	24.2	6.0	10.0	9.5	7.0	8.9	7.0	3.4

TABLE V-b con't.

	ATTICA N = 73	CLAY N - 320	CLOVERDALE N = 72	COVINGTON N = 95	CRAWFORDSVILLE N = 214	GREENCASTLE N = 150	LEBANON N = 140	N. MONTGOMERY N = 131	N. PUTNAM N = 116	ROCKVILLE N = 62	S.E. FOUNTAIN N = 50	S. MONTGOMERY N = 150	S. PUTNAM N = 95	S. VERMILLION N = 142	TURKEY RUN N = 56	WARREN N = 115	WESTERN BOONE N = 145
16. Sources of career information:																	
parents	26.0	37.2	34.7	32.6	35.5	44.7	27.1	27.5	30.2	38.7	50.0	40.7	27.4	43.7	32.1	27.8	31.0
teachers	31.5	21.9	33.3	18.9	19.6	21.3	14.3	21.4	27.6	8.1	18.0	18.0	11.6	18.3	10.7	20.0	21.4
counselors	30.1	30.6	19.4	23.2	38.3	11.3	47.1	42.0	40.5	30.6	44.0	25.3	27.4	9.2	35.7	48.7	35.2
other high school students	19.2	10.3	5.6	13.7	11.2	14.7	6.4	7.6	7.8	25.8	22.0	19.3	5.3	13.4	3.6	10.4	7.6
older friends	26.0	22.8	26.4	35.8	23.8	30.0	22.9	23.7	19.8	35.5	30.0	26.0	31.6	35.9	23.2	14.8	26.9
other	13.7	19.4	18.1	26.3	10.7	16.0	15.0	14.5	16.4	27.4	16.0	16.7	21.1	26.1	30.4	16.5	20.7
omit	--	1.9	--	1.1	0.9	2.7	1.4	2.3	1.7	--	2.0	6.7	2.1	2.8	--	--	2.1
17. Program Interest (C choices):																	
Trade and Industrial	9.6	7.2	30.6	9.5	14.5	4.0	2.9	4.6	29.3	16.1	28.0	3.3	16.8	10.6	28.6	23.5	33.8
Business-Merchandising	9.6	7.2	9.7	15.8	10.3	17.3	18.6	9.2	5.2	8.1	10.0	8.0	16.8	16.9	5.4	19.1	10.3
Technologies	26.0	17.8	22.2	27.4	19.2	16.0	23.6	13.0	27.6	12.9	26.0	8.7	11.6	30.3	39.3	24.3	22.1
Food and Clothing	13.7	6.9	13.9	8.4	7.9	6.7	8.6	1.5	10.3	11.3	6.0	3.3	5.3	3.5	7.1	7.8	8.3
Agriculture	9.6	18.1	38.9	15.8	20.6	11.3	39.3	6.1	11.2	12.9	14.0	4.7	13.7	21.8	10.7	16.5	20.0
Public Service	38.4	29.4	48.6	34.7	37.4	28.0	32.1	16.0	35.3	32.3	32.0	28.7	41.1	33.8	32.1	42.6	40.0
Health Services	32.9	29.7	25.0	34.7	28.5	29.3	32.1	20.6	28.4	38.7	16.0	16.7	28.4	29.6	19.6	35.7	26.9
Other	16.4	19.4	40.3	35.8	23.4	34.7	13.6	7.6	39.7	46.8	22.0	9.3	22.1	25.4	30.4	30.4	32.4
18. First Choice:*																	
Trade and Industrial	8.6	39.1	36.4	66.7	64.5	16.7	25.0	16.7	50.0	50 0	64.3	60.0	62 5	33.3	62.5	37.0	34 7
Business-Merchandising	--	30.4	57.1	60.0	27.3	15.4	34.6	50.0	--	20.0	--	33 3	12.5	45.8	--	31.8	33.3
Technologies	31.6	35.1	18.8	42.3	26.8	58.3	33.3	41.2	--	12.5	7.7	61.5	18.2	25.6	27.3	42.9	18.8
Food and Clothing	10.0	22.7	20.0	12.5	35.3	30.0	25.0	--	8.3	42.9	--	--	60.0	20.0	--	22.2	8 3
Agriculture	28.6	36.2	35 7	6.7	27.3	29.4	34.5	62.5	23.1	25 0	--	--	23.1	32.3	16.7	47.4	31.0
Public Service	28.6	28.7	31.4	33.3	36.3	21.4	40.0	66.7	26.8	20.0	43.8	20.9	48.7	20.8	38.9	34.7	25.9
Health Services	45.8	48.4	33.3	48.5	57.4	56.8	53.3	66.7	18.2	29.2	50.0	28.0	51.9	57.1	81.8	51.2	41.0
Other	25.0	50.0	44.8	44.1	62.0	48.1	57.9	90.0	37.0	62.1	27.3	50.0	28.6	47.2	58.8	45.7	63.8

*Percent based on number selecting category as a (C) choice.

than the percent of freshmen in that district noting professional aspirations. A greater percent of the juniors than the freshmen in twelve of the districts mention the skilled trades as career goals. This trend may represent a greater degree of reality orientation for the older students.

From 25% (South Vermillion) to 50% (Turkey Run) of the freshmen and from 15% (Rockville) to 36% (South Putnam and Warren) of the eleventh graders reported being undecided concerning their post-secondary plans. Senior college was selected by the highest percent of students indicating post-secondary plans for both grade levels in all instances except for Rockville's grade 11 students. The Rockville juniors cited business school, employment, and military service (16% each) twice as frequently as they did senior college (8%). In all but four cases the percent of students stating an interest in attending either a four year college, junior college, or a nursing school exceeded the percent indicating a professional career goal. The four exceptions to this observation are: South Montgomery (grade 9) where the percents were equal and Turkey Run (grade 9), Rockville (grade 9), and Southeast Fountain (grade 11) where the number of students indicating plans to attend a four year college, junior college, or nursing school was less than the number indicating professional career aspirations. From 3% (Attica) to 19% (North Putnam) of the grade 9 and from 10% (Crawfordsville and South Putnam) to 29% (Turkey Run) of the grade 11 students indicated a post-secondary interest in either a vocational-technical school or a business school.

From 43% (North Putnam) to 84% (Cloverdale) at grade 9 and from 53% (Attica) to 81% (Cloverdale) at grade 11 of the students surveyed indicated an interest in enrolling in courses to prepare them for employment immediately after graduation. In Cloverdale the percent of eleventh grade students indicating an interest in employment preparation was slightly less than the percent for grade 9 students although it remained at the highest level for all of the corporations. The percent interested in such courses at Southeast Fountain remained at 68% in both grades. In all other corporations, the percent of students expressing interest was higher for the grade 11 students than for grade 9 students. Approximately 35% (Attica) to 62% (Rockville) of the grade 9

and 28% (North Montgomery) to 64% (Warren) of the grade 11 students indicated a willingness to travel to attend preparation for employment courses. It must be noted, however, that there is some indication that the grade 9 students were confused concerning these questions as the percent of Crawfordsville and Rockville freshmen indicating a willingness to travel for such courses exceeded the percent stating an interest in those courses.

In fifteen of the corporations half or more of the grade 9 and in sixteen of the corporations half or more of the grade 11 students responded that the courses they desire are available to them. For those students who indicated they would like additional courses provided, suggestions as to what those courses should be were wide and varied. In general, these responses can be summed up as "more of" responses such as more languages, more science, more physical education, more music, more shop, etc. The expanded curriculum needed to comply with any significant number of these student suggestions would require an extremely individualized curriculum which would necessitate a financial commitment for resources and teacher retraining which may be unrealistic.

In sixteen of the corporations 60% or more of the grade 9 students and in thirteen of the districts 60% or more of the grade 11 students indicated that enough of their high school courses are or will be directed toward what they want to do when they leave high school. In view of the rather substantial number of students who are uncertain as to what their career goals and post-secondary plans are as well as the surprisingly high percents who indicate both an interest in and a willingness to travel for employment preparation, the validity of their judgment in this matter may be questioned. Educators must pause and wonder how representative of a substantial number of students is the articulate ninth grade student who wrote, "I'm 15 years old and if you expect me to know what career I'm going to follow you've got to be nuts. Whatever career I choose to follow, it will most likely have absolutely nothing to do with any preparation I received in high school because it isn't worth a _____ thing except a diploma which works like a magic wand when you want a job. High school is the most stupid, senseless, worthless institution in America. High school courses are worth absolutely nothing."

At grade 9 from 29% (North Putnam) to 72% (Covington) and at grade 11 from 33% (South Vermillion) to 63% (Cloverdale) of the responding students alleged they are well informed concerning the number of careers open to them. From 30% (Rockville) to 68% (Covington) of the freshmen and from 29% (Rockville) to 64% (Lebanon) of the juniors claimed to be well informed concerning the training or education required for careers in which they are interested. Of note, however, is the fact that a lesser percent of the eleventh grade students than the ninth grade students stated they were well informed concerning training requirements in fourteen of the corporations. If the assumption is made that teachers are accurate in their evaluations of students lack of knowledge concerning careers (see Section VII), then this trend may reflect an increasing awareness on the part of students relevant to what they do not know.

The most frequently indicated sourse of career information for freshmen is parents in all corporations except Southeast Fountain where 44% of them noted the counselors. Eleventh grade students most often gave as their primary source of career information as parents (seven corporations), counselors (seven corporations), older friends (two corporations), and teachers (one corporation). Because an individual is designated "counselor" does not guarantee that he will be well informed concerning either career opportunities and training needs or available sources of information regarding these matters. Nevertheless, of the various information sources available to students, the courselor is the only one who generally can be expected to have some training in these areas. It is therefore somewhat surprising, but based on other similar studies not atypical, that counselors as a group are not recognized as serving this function for a larger proportion of the student body. The accuracy and comprehensiveness of career information received from other sources must be questioned.

It appears that the involved communities will directly benefit from the efforts of their schools if employment opportunities are available. A surprisingly low percent of the responding students indicate a desire to establish their adult residence more than a hundred miles from their current residence. The highest percents of students indicating they plan to live as adults more than a hundred miles from where they presently live are 28% of the freshmen (Crawfordsville,

North Putnam, and South Vermillion) and 26% of the juniors (Crawfordsville).

Public service or health services education are the two areas most commonly indicated as a "would take if offered" interest by both freshmen and juniors in all but three corporations. Agriculture was selected by Lebanon's juniors, trade and industrial was specified by Rockville's freshmen, and technologies was chosen by Turkey Run's freshmen and juniors most frequently as their "would take if offered" choice. Student responses to the "other" categories followed essentially the same pattern as was noted above for student suggestions of additional courses. Students enrolled in a college preparatory program tended to note additional courses more frequently than students enrolled in other programs.

Since students were permitted to select as many "would take if offered" choices as they cared to indicate, an index of commitment to those choices is required. Such an index is provided by the percent of students who classify a "would take if offered" choice as a first choice. For example, 32% (65 individuals) of Greencastle's freshmen indicated an interest in public service education and 30% (61students) of them evidenced interest in health services education. Only twenty (31%) of the public service group as contrasted to thirty-six (59%) of the health services group gave their interest a first place ranking. Therefore, in this instance, the health careers area appears to be the more promising one for further exploration and possible program development.

SECTION VI

PARENT REACTIONS

A total of 2643 parents with children in grades 4, 8, or 10 in the seventeen participating school corporations responded by completing the "Parents' Questionnaire" (Exhibit XII-I). Based on the fall 1972 enrollments for these three grades in the participating corporations, the percent of parents responding ranged from 13% (Lebanon) to 53% (South Vermillion). Forty-one of the responding parents were sufficiently interested in the project to append additional comments to the questionnaire. Parent responses to items 2-7 of the questionnaire are summarized in Table VIa. In addition, ten responses were received from patrons in Clay County in response to a news release (Exhibit XII-N) by that corporation.

Although most parents were accurate but unimaginative in stating their occupations, a few demonstrated humor by reporting such as "little ol' bombmaker" or "prowler" (Chemical firm and travel trailer manufacturer). Two housewives indicated opposing views of the mother and homemaker roles as one recorded "domestic engineer" while the other proclaimed her role to be "SLAVE!!".

On the basis of this sampling, parents appear to feel there is a definite need for additional vocational-technical education in the area as from 76% (North Putnam) to 97% (Attica and Cloverdale) of the responding parents indicated more vocational-technical educational opportunities are needed. Parents did express concern, however, that any vocational-technical program must be practical and should result in marketable skills. "My hope is that those in charge of curriculum planning would include the practical . . . I think it's foolish to educate children bookwise only and for them to have so much trouble living." One pragmatic parent summarized the apparent feelings of many when he wrote, "It would afford many the opportunity to earn a better livelihood and could easily be a great factor in attracting new businesses to the area." Another parent made an appeal to provide special education students with vocational skills, "If this program could assist the less fortunate children as well as those destined to go on to college or ?, I think it would be a very definite asset to our community." A minority opinion was stated as, "This wouldn't come as near giving our children grades 1 through 12 a well all around education. The slower or less adjusted students will be looking for an easy way out and come out with nothing (not even a full high school education)."

An impressive 74% (North Putnam) to 96% (Cloverdale) of the parents appear to be supportive of the area vocational-technical school concept and would encourage their children to enroll in such a school (77% in North Putnam and South Montgomery to 92% in Cloverdale). It must be noted, however, that parents are indicating support for the concept without an awareness of the costs which would be involved. It is predicted that the potential for support would be somewhat less as the patrons become aware of the capital expenditures required for and the operational budget needed to maintain an area school. It is likely the parents who wrote, "I am in favor of vocational and technical training but at this critical time in the financial situation of our schools today, we should try to maintain and expand what we already have instead of adding to the financial strain," or "I believe that technical schools would be a waste of tax dollars and a great injustice to the student who would neglect important education to take these courses. If a student takes advantage of what is offered by the schools and has any desire at all, he can go almost any place he desires. . ." would find a greater following as expenses become an issue.

On the positive side parental support for an area vocational school was the stance of a decisive majority of the responding parents. Their stated reasons for support distilled to <u>relevance</u>:

> It seems such a waste of time for so many youngsters to stay in school and just be present with no interest whatever. If only they could be taught something to do with their hands or girls maybe to be cooks, or nursing aides, etc. Most of the slower ones could care less for four years of English. We could have more practical courses in "math" for the slower youngsters.
>
> and <u>in lieu of college</u>: I firmly believe this is needed because everyone cannot attend college because of finance, space, or intelligence. A person might be intelligent in one certain field, however. Thus, this school would be of great importance to this person. . . A person could attend this school and be of great benefit to himself and his employer in the future.
>
> and <u>drop-out prevention</u>: Some of the juvenile population are indeed dropouts from school and had they had vocational education, it is felt that this situation would not have had to occur in some cases. . .

TABLE VIa
PARENT QUESTIONNAIRE
Parent Responses in Percent
by Corporation

	ATTICA N = 149	CLAY N = 264	CLOVERDALE N = 72	COVINGTON N = 110	CRAWFORDSVILLE N = 364	GREENCASTLE N = 81	LEBANON N = 119	NORTH MONTGOMERY N = 181	NORTH PUTNAM N = 133	ROCKVILLE N = 97	SOUTHEAST FOUNTAIN N = 124	SOUTH MONTGOMERY N = 131	SOUTH PUTNAM N = 97	SOUTH VERMILLION N = 326	TURKEY RUN N = 99	WARREN N = 128	WESTERN BOONE N = 168
Percent Return (based on grade 4 & 8 & 10 fall 1972 enrollments)	43.4	20.2	24.0	34.4	44.8	13.7	13.2	35.0	30.1	35.5	27.5	23.8	29.0	52.7	44.6	27.2	30.2
Q2 Present Occupation-FATHER																	
professional	8.1	4.9	6.9	9.1	13.5	12.3	10.9	8.8	6.0	9.3	3.2	12.2	6.2	4.3	4.0	1.6	3.0
business and sales	9.4	11.4	8.3	8.2	13.2	14.8	16.8	12.2	6.8	14.4	13.7	9.9	6.2	6.8	10.1	7.8	8.3
clerical and office	0.7	0.8	1.4	1.8	4.4	6.2	2.5	1.7	1.5	--	0.8	--	2.1	1.2	--	1.6	--
skilled	26.8	29.2	36.1	24.5	30.2	27.2	37.0	24.3	21.1	27.8	33.1	16.8	42.3	28.8	22.2	30.5	22.6
service	2.7	4.5	2.8	1.8	3.3	4.9	4.2	3.9	2.3	2.1	0.8	2.3	2.1	4.9	2.0	1.6	2.4
agriculture	5.4	6.4	4.2	11.8	0.8	--	5.0	12.2	18.8	10.3	9.7	13.0	11.3	5.5	17.2	15.6	15.5
labor	18.8	18.6	22.2	15.5	12.6	12.3	2.5	15.5	20.3	5.2	17.7	15.3	13.4	23.3	19.2	21.1	26.8
housewife	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
other	18.8	11.7	11.1	20.0	12.1	16.0	9.2	15.5	15.0	14.4	14.5	19.9	9.3	12.9	15.2	13.3	14.9
omit	9.4	12.5	6.9	7.3	9.9	6.2	11.8	6.1	8.3	16.5	6.5	10.7	7.2	12.3	10.1	7.0	6.5
Q2 Present Occupation-MOTHER																	
professional	6.0	5.3	2.8	6.4	4.7	11.1	11.8	6.6	6.8	8.2	3.2	6.1	4.1	6.1	5.1	6.3	6.5
business and sales	2.0	1.9	2.8	2.7	4.4	3.7	4.2	2.8	3.0	3.1	1.6	1.5	3.1	0.6	2.0	4.7	3.0
clerical and office	12.1	9.8	4.2	6.4	10.4	12.3	11.8	12.2	5.3	7.2	9.7	12.2	19.6	10.1	5.1	10.2	13.7
skilled	4.7	7.2	8.3	2.7	3.6	1.2	11.8	4.4	3.0	--	8.1	2.3	5.2	6.4	5.1	7.8	2.4
service	--	--	4.2	0.9	0.3	--	--	0.6	0.8	--	0.8	1.5	--	0.3	--	--	--
agriculture	--	--	--	--	--	--	--	0.6	0.8	--	--	0.8	--	0.3	--	0.8	--
labor	15.4	11.0	11.1	14.5	11.5	6.2	10.9	7.7	9.0	17.5	12.1	8.4	7.2	11.0	5.1	19.5	16.1
housewife	42.3	44.7	58.3	50.0	50.0	54.3	38.7	51.9	52.6	48.5	50.8	49.6	48.5	46.3	60.6	35.2	41.7
other	6.8	6.8	2.8	4.5	7.1	6.2	4.2	4.4	6.8	2.1	4.0	3.8	3.1	4.9	2.0	2.3	6.0
omit	10.7	13.3	5.6	11.8	8.0	4.9	12.6	8.8	12.0	13.4	9.7	13.7	9.3	13.8	15.2	13.3	10.7

TABLE VIa, con't.

	ATTICA N = 149	CLAY N = 264	CLOVERDALE N = 72	COVINGTON N = 110	CRAWFORDSVILLE N = 364	GREENCASTLE N = 81	LEBANON N = 119	N. MONTGOMERY N = 181	N. PUTNAM N = 133	ROCKVILLE N = 97	S.E. FOUNTAIN N = 124	S. MONTGOMERY N = 131	S. PUTNAM N = 97	S. VERMILLION N = 326	TURKEY RUN N = 99	WARREN N = 128	WESTERN BOONE N = 168
Q3 Need more vocational-technical education in area?																	
yes	97.3	87.1	97.2	92.7	92.6	91.4	91.6	82.3	75.9	95.9	92.7	90.8	90.7	93.9	86.9	88.3	91.1
no	2.0	8.7	1.4	3.6	4.4	4.9	4.2	13.3	15.8	2.1	3.2	3.8	6.2	4.0	6.1	4.7	7.7
omit	0.7	4.2	1.4	3.6	3.0	3.7	4.2	4.4	8.3	2.1	4.0	5.3	3.1	2.2	7.1	7.0	1.2
Q4 Need area vocational-technical school?																	
yes	94.0	87.1	95.8	94.5	89.8	87.7	90.8	80.1	74.4	93.8	90.3	84.0	90.7	92.9	82.8	85.9	90.5
no	4.0	9.1	1.4	2.7	7.1	7.4	5.0	14.9	15.8	3.1	6.5	9.2	7.2	4.3	10.1	6.3	6.0
omit	2.0	3.8	2.8	2.7	3.0	4.9	4.2	5.0	9.8	3.1	3.2	6.9	2.1	2.8	7.1	7.8	3.6
Q5 Encourage your child to enroll in area school?																	
yes	89.9	84.8	91.7	88.2	83.0	81.5	84.9	77.9	77.4	85.6	86.3	77.1	86.6	91.1	84.8	86.7	84.5
no	5.4	10.2	5.6	7.3	11.8	9.9	9.2	15.5	13.5	6.2	8.1	14.5	7.2	4.9	8.1	6.3	10.1
omit	4.7	4.9	2.8	4.5	5.2	8.6	5.9	6.6	9.0	8.2	5.6	8.4	6.2	4.0	7.1	7.0	5.4
Q6 Interest in adult class? FATHER																	
yes	30.2	34.5	45.8	41.8	31.6	40.7	27.7	33.7	27.8	32.0	36.3	44.3	42.3	42.0	25.3	41.4	39.3
no	40.9	35.2	31.9	30.9	45.3	35.8	44.5	47.0	48.9	41.2	45.2	40.5	34.0	35.6	50.5	39.1	42.9
omit	28.9	30.3	22.2	27.3	23.1	23.5	27.7	19.3	23.3	26.8	18.5	15.3	23.7	22.4	24.2	19.5	17.9
Q6 Interest in adult class? MOTHER																	
yes	50.3	42.4	63.9	52.7	50.0	48.1	42.9	39.2	42.9	47.4	42.7	49.6	54.6	55.2	45.5	48.4	50.6
no	37.6	37.9	20.8	28.2	41.5	42.0	41.2	47.0	45.9	39.2	40.3	37.4	28.9	32.5	41.4	32.0	35.7
omit	12.1	19.7	15.3	19.1	8.5	9.9	16.0	13.8	11.3	13.4	16.9	13.0	16.5	12.3	13.1	19.5	13.7

TABLE VIa, con't.

	ATTICA N = 149	CLAY N = 264	CLOVERDALE N = 72	COVINGTON N = 110	CRAWFORDSVILLE N = 364	GREENCASTLE N = 81	LEBANON N = 119	N. MONTGOMERY N = 181	N. PUTNAM N = 133	ROCKVILLE N = 97	S.E. FOUNTAIN N = 124	S. MONTGOMERY N = 131	S. PUTNAM N = 97	S. VERMILLION N = 326	TURKEY RUN N = 99	WARREN N = 128	WESTERN BOONE N = 168
Q7 Type of Program? FATHER*																	
regular day school vocational-technical	4.4	6.6	3.0	2.2	6.1	3.0	--	4.9	5.4	9.7	2.2	1.7	9.8	1.5	4.0	5.7	3.0
evening vocational-technical	82.2	67.0	75.8	82.6	67.0	63.6	90.9	90.2	70.3	74.2	68.9	77.6	73.2	78.8	64.0	79.2	77.3
comprehensive high school program	6.7	4.4	--	2.2	11.3	6.1	9.1	4.9	8.1	3.2	4.4	3.5	7.3	6.6	8.0	5.7	3.0
cooperative school-work program	8.9	3.3	3.0	6.5	14.8	6.1	6.1	18.0	13.5	3.2	11.1	6.9	14.6	8.8	20.0	11.3	4.5
1-6 week vocational-technical day program	8.9	14.3	9.0	21.7	20.0	12.1	15.2	18.0	10.8	6.5	20.0	25.9	9.8	18.2	24.0	13.2	12.1
other	6.7	5.5	9.0	4.3	12.2	6.1	3.0	6.6	8.1	3.2	4.4	6.9	--	2.9	8.0	1.9	3.0
Q7 Type of Program? MOTHER*																	
regular day school vocational-technical	17.3	15.2	10.9	24.1	12.6	17.9	15.7	11.3	15.8	6.5	9.4	10.8	17.0	9.4	17.8	4.8	20.0
evening vocational-technical	64.0	46.4	54.3	62.1	45.1	36.0	68.6	54.9	45.6	63.0	43.4	56.9	52.8	60.6	57.8	66.1	65.9
comprehensive high school program	9.3	6.3	2.2	8.6	7.7	10.3	7.8	10.0	12.3	4.3	7.5	7.7	11.3	9.4	6.7	11.3	5.9
cooperative school-work program	14.7	15.2	15.2	6.9	17.0	12.8	23.5	14.1	1.8	17.4	18.9	10.8	20.8	15.0	20.0	16.1	3.5
1-6 week vocational technical day program	20.0	28.6	34.8	20.7	35.2	36.0	17.6	22.5	36.8	17.4	41.5	20.0	28.3	30.0	26.7	14.5	28.2
other	2.7	5.4	6.5	1.7	6.0	--	--	5.6	7.0	6.5	5.7	4.6	--	3.3	4.4	4.8	1.2

*Percents based on yes responses to question 6.

Besides reasons for being in favor of a vocational-technical school, some parents offered suggestions they would like considered when planning programs. One parent said that instead of going to the regular school for a half day and the vocational school for a half day, it would be better to go to one all day for 2 or 3 days a week. This would cut transportation costs considerably. Another parent suggested that a retired specialist in the field be hired to teach courses instead of ". . . some teacher green out of college with no practical experience. . ."

One disturbing misconception is illustrated by these otherwise positive and supportive statements. A frequently stated assumption is that vocational-technical education is for the "slower" students and that it is remedial for what is perceived as the failures of traditional education. If the school corporations are to develop strong and worthwhile vocational-technical programs, the attitudes underlying this assumption need be negated or two things will inevitably happen. The programs will never receive the regard necessary to truly serve the community and capable students who could benefit from the programs will refuse to enroll in them. It appears likely that concurrent with the development of programs a major concern should be the "education" of the community to dispel this misconception and to endoctrinate them concerning the nature and benefits of vocational-technical education for both the recipients and for the community.

While many parents are in favor of a vocational-technical area school, there were those parents who opposed the idea. Many of these parents felt it would be wiser to do a better job with the present system than to build another school. "I believe the present school facilities should be more thoroughly developed in that classes could be smaller so that more individualism could be given the students. Teachers and/or instructors should be able to give each and every student personal attention when it is needed. I feel this should be a prerequisite before planning another educational unit which would be over-populated and understaffed as are our present school facilities."

Some parents who expressed negative reactions toward the area vocational-technical school did not draw a distinction between secondary and post-secondary vocational-technical training. Their comments seem to indicate that they envision an area school competing with IVY Tech, "I feel there is a fine technical school just below Terre Haute and

another technical school in the area would be a duplication," or with commercial schools and on-the-job training opportunities, ". . . there are many schools in the area which are free, small fees charged, and many on-the-job training opportunities." Whether or not these parents would support vocational-technical education at the secondary level if they more completely understood it and that there would be no competition with existing adult programs is not answerable from this survey.

Even though some parents are against an area school, they offer suggestions for improving present facilities. One parent feels that a study should be made of resources to find the areas of greatest need because ". . . a nation cannot continue to spend as we have beyond our means. . ." Another parent suggests, "Perhaps some kind of apprenticeship program could be worked out with industry and private business. . ." One more interested parent commented, "The academic program in schools should be up-dated. Make U.S. History--American Studies--World History--World Studies. Also offer mini courses; for example, religion, art history, or the law and the teenagers or what the teacher feels would be relevant to the students. Also with so many teenage pregnancies and V.D. there should be an elective course in courtship and marriage."

In addition to many comments either for or against an area vocational-technical school, some parents remarked about other areas of the schools' operations. One parent feels that the present grade level system is out-dated and needs to be changed. ". . . Being a welfare caseworker, I see and hear every day the problems of the 'forgotten' student who is now an adult and feels their life is a failure. The 'chain' isn't broken because people in society do <u>not</u> <u>care</u> <u>enough</u> about their fellow man . . . Put the students where they belong regardless of age or grade!"

From 25% (Turkey Run) to 46% (Cloverdale) of the fathers and from 30% (North Montgomery) to 64% (Cloverdale) of the responding mothers indicated interest in enrolling in adult classes to improve their occupational skills. Some parents did express a concern that adult programs would not be used to improve occupations skills, "I do not believe in adult training as most people take this and then use it as a hobby, etc., when they are older and need something to fill their time. If it is extra training for their present job, this is different. Most people now enrolled in this program never use it to earn a living." Other parents

felt that adult education should be offered but only to the extent that it did not interfere with a program for high school students, "We think the children should be considered first then maybe we wouldn't have so many children without work and just bumming around after high school. If possible then some courses for adults should be offered for I'm sure there are several of us who could improve our working conditions." In contrast, other parents feel that adult education is desperately needed. ". . . it would represent the 'helping hand' for many, many . . . people. . . I certainly trust this questionnaire will result in action and not just the gathering of useless statistics."

An occasional parent appeared to be endorsing career education tenets as defined by the U.S. Office of Education, "It would also give the school drop-out a chance to learn a skill or even someone who has suddenly been left to make a living for the first time in their life such as a widow or someone who has become handicapped in some way. I hope this schooling can become available in our community."[1]

Twenty-eight areas of interest were identified as a first or second choice by eight or more parents (Table VIb).

Adult programs offered in the indicated areas of interest frequently would find the corporations in direct competition with the adult offerings of IVY Tech and the commercial schools in the area. Nevertheless, the indicated areas do provide the corporations with a starting point for planning any contemplated expansion of their adult programs.

* * * *

[1]"Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses--whether at age 16 as a craftsman apprentice or at age 30 as a surgeon, or at age 60 as a newly trained practical nurse."

S. P. Marland, Jr.

TABLE VIb

Number of Parents Indicating Interest in Various Adult Programs* by Corporation

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	NORTH MONTGOMERY	NORTH PUTNAM	ROCKVILLE	SOUTHEAST FOUNTAIN	SOUTH MONTGOMERY	SOUTH PUTNAM	SOUTH VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE
Accounting or Bookkeeping	12	28	8	--	33	8	9	15	--	--	--	18	10	41	8	15	20
Appliance Repair	--	--	--	--	23	--	--	--	--	--	--	--	--	15	--	--	--
Auto and Truck Mechanics (non-diesel)	--	--	--	--	10	--	--	--	--	--	--	--	--	15	--	--	--
Auto Body Repair and Service	--	--	--	--	--	--	--	--	--	--	--	--	--	9	--	--	--
Beauty Culture, Barbering	--	16	--	13	9	--	9	8	--	--	10	--	--	29	9	8	15
Business Machine Operation	--	11	--	--	10	--	--	--	--	--	--	--	--	9	--	--	--
Carpentry	--	16	--	--	8	--	--	--	--	--	--	--	--	17	--	--	--
Commercial and Advertising Art	--	--	--	--	12	--	--	--	--	--	--	--	--	--	--	--	--
Computer Programming and Operation	--	8	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Data Processing or Keypunch	--	12	--	--	11	--	--	--	--	--	--	--	--	18	--	--	--
Dental and Medical Technology	--	--	--	--	11	--	8	--	9	--	--	--	--	10	--	--	--
Electricity	--	9	--	--	--	--	--	--	--	--	--	--	--	11	--	--	--
Electronics Technology	--	--	--	--	--	--	--	--	--	--	--	--	--	11	--	--	--
Floriculture	--	9	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Food Preparation and Service	--	--	--	--	8	--	--	--	--	--	--	--	--	18	--	--	--
Laboratory Technician	--	8	--	--	10	--	8	--	--	--	--	--	--	16	--	--	--
Licensed Practical Nursing	11	19	--	21	18	--	15	12	9	--	10	17	9	33	--	11	12
Office--Typist, Receptionist, File Clerk	13	26	--	--	37	--	9	14	--	--	11	14	11	27	--	8	20
Office Management and Supervision	--	--	--	--	22	--	--	9	--	--	--	--	--	12	--	--	--
Plumbing and Heating	--	--	--	--	--	--	--	--	--	--	--	--	--	8	--	--	--
Radio and Television Repair	--	--	--	--	9	--	--	--	--	--	--	--	--	12	--	--	--
Retailing (Store and Sales Occupations)	--	--	--	--	8	--	--	--	--	--	--	8	--	--	--	--	--

*Only programs noted by eight or more parents are included.

TABLE VIb, con't.

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	N. MONTGOMERY	N. PUTNAM	ROCKVILLE	S.E. FOUNTAIN	S. MONTGOMERY	S. PUTNAM	S. VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE
Refrigeration and Air Conditioning	--	--	--	--	--	--	--	--	--	--	--	--	--	11	--	--	--
Secretarial or Stenographic Work	--	12	--	--	19	--	--	12	--	--	--	--	--	12	--	--	8
Small Engine Repair	--	--	--	--	--	--	--	--	--	--	--	--	--	9	--	--	--
Upholstering	8	11	9	9	20	--	8	--	--	--	9	11	--	23	--	12	12
Welding	--	19	--	--	--	--	--	--	--	--	--	--	--	13	--	8	9
Woodworking and Cabinetry	--	10	--	--	15	--	8	9	--	--	--	--	--	10	--	8	--

Ten Clay County citizens responded to the news release (Exhibit XII-N). Six of those citizens did not have children in the Clay County schools but all ten respondents indicated there is a need for additional vocational-technical education in the area and nine of the ten endorsed the area school concept. The tenth respondent indicated that the additional training should be offered in the home school, "Serious vocational training should be available in the high school for those who are not academically inclined. High school facilities could be used for adults and drop-outs at night and on Saturdays."

Another Clay County citizen attached a letter to the news release which in part stated, "I find the need for vocational education to be most acute in the counties where industry does not exist. There are the people who must exit to the nearest city for their employment each day. Let us send them to the cities with a skill. . . . I believe vocational-technical education is imperative."

* * * *

After Section VI had been printed, an additional 83 completed "Parents' Questionnaires" were received from Greencastle Junior High School. Because of the substantial number of parents involved, these questionnaires were processed and the statistics reflecting the additional data are reported below as Table VI-c.

TABLE VI-c
GREENCASTLE
PARENT QUESTIONNAIRE
Summary in Percent
Parents of Grade 4 & 8 & 10 Students
(N = 164)
Percent of Return - 27.8*

Q 2. Present Occupation?	father	mother
professional	11.0	6.7
business & sales	15.9	3.7
clerical & office	3.0	10.4
skilled	26.2	2.4
service	6.7	--
agriculture	1.2	--
labor	12.2	12.8
housewife	--	50.0
other	17.1	8.5
omit	6.7	5.5

		Yes	No	Omit
Q 3.	Need more vocational-technical education in area?	87.8	8.5	3.7
Q 4.	Need area vocational-technical school?	83.5	10.4	6.1
Q 5.	Encourage your child to enroll in area school?	81.7	11.0	7.3
Q 6.	FATHER - Interest in adult class?	37.2	38.4	24.4
Q 6.	MOTHER - Interest in adult class?	48.8	39.6	11.6

Q 7. Type of program? (percent based on Yes in (6) above)

	father	mother
a. regular day school vocational-technical	3.3	13.8
b. evening vocational-technical	68.9	47.5
c. comprehensive high school program	6.6	8.8
d. cooperative school-work program	13.1	18.8
e. 1-6 week vocational-technical day program	14.8	32.5
f. other	4.9	--

*Based on grades 4, 8, & 10 fall 1972 enrollments.

SECTION VII

TEACHER REACTIONS

Seven hundred twenty-five teachers, administrators, and counselors who are working with students in grades seven through twelve in the seventeen participating corporations completed the "Teacher's Form" (Exhibit XII-G). A high level of interest in the topic of vocational-technical education was indicated within the school community as approximately 23% of these individuals took time to share their thinking by offering additional comments.

Table VIIa summarizes the teacher responses to the statements on the "Teacher's Form" by corporation. As would be expected, there is a variation in the way teachers responded between corporations. The general pattern of teacher responses, however, tends to remain similar across corporations.

The overwhelming majority of the responding teachers (from 73% in Cloverdale to 98% in Warren) agree that most students require assistance with career planning. An equally impressive majority of the teachers (ranging from 77% in Southeast Fountain to 97% in South Montgomery) support the concept that it is as important to provide career training opportunities during secondary school as it is to provide post-secondary career training opportunities.

The majority of teachers making additional comments favored having additional vocational-technical training opportunities available for students but most expressed the opinion that an expansion of the current vocational-technical programs would fulfill student needs better than building, equipping, and staffing an additional school. "Instead of building more buildings and equipping them, the money could be better spent by adding to the services already provided by our public schools. Through a judicious use of both buildings and personnel more and better training could be provided." Some teachers, especially those working at the junior high school level, noted that vocational training should begin in the junior high school and not be confined to the senior high schools.

Although it varied between corporations, some teachers expressed concern that the vocational areas offered were hampered by out-dated facilities and were sometimes training students for jobs that no longer exist. It must be noted, however, that other teachers while critical of the facilities indicated that the vocational-technical teachers were doing an excellent job with what they had available.

TABLE VIIa
TEACHER'S FORM
Teacher Responses in Percent
by Corporation

	ATTICA N = 18	CLAY N = 102	CLOVERDALE N = 22	COVINGTON N = 24	CRAWFORDSVILLE N = 83	GREENCASTLE N = 51	LEBANON N = 53	NORTH MONTGOMERY N = 61	NORTH PUTNAM N = 31	ROCKVILLE N = 26	SOUTHEAST FOUNTAIN N = 30	SOUTH MONTGOMERY N = 34	SOUTH PUTNAM N = 32	SOUTH VERMILLION N = 54	TURKEY RUN N = 23	WARREN N = 49	WESTERN BOONE N = 32
1. Virtually all high school students need assistance with career planning.																	
Agree	88.9	85.3	72.7	87.5	95.2	90.2	94.3	95.1	93.5	96.2	93.3	88.2	93.8	92.6	91.3	98.0	90.6
Disagree	--	5.9	9.1	4.2	1.2	3.9	1.9	3.3	6.5	--	3.3	2.9	--	1.9	8.7	--	6.3
Neither Agree nor Disagree	11.1	8.8	18.2	8.3	3.6	5.9	3.8	1.6	--	3.9	3.3	8.8	6.3	5.6	--	2.0	3.1
Omit	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2. Providing high school career training opportunities is as essential as providing post-secondary career training opportunities.																	
Agree	83.3	84.3	90.9	91.7	95.2	80.4	90.6	82.0	80.6	92.3	76.7	97.1	87.5	87.0	82.6	85.7	84.4
Disagree	5.6	7.8	--	4.2	1.2	5.9	9.4	6.6	6.5	3.9	16.7	--	3.1	3.7	8.7	2.0	3.1
Neither Agree nor Disagree	11.1	6.9	9.1	--	3.6	11.8	--	11.5	12.9	3.9	3.3	2.9	9.4	9.3	4.3	12.2	12.5
Omit	--	1.0	--	4.2	--	2.0	--	--	--	--	3.3	--	--	--	4.3	--	--
3. I have done my share of the total job of career training for our students.																	
Agree	33.3	29.4	31.8	16.7	24.1	31.4	24.5	32.8	32.3	23.1	26.7	23.5	31.3	31.5	39.1	22.4	25.0
Disagree	16.7	20.6	31.8	45.8	25.3	17.6	30.2	29.5	12.9	30.8	23.3	23.5	18.8	20.4	34.8	18.4	12.5
Neither Agree nor Disagree	50.0	48.0	36.4	37.5	50.6	49.0	39.6	32.8	51.6	46.2	46.7	47.1	43.8	46.3	26.1	59.2	56.3
Omit	--	2.0	--	--	--	2.0	5.7	4.9	3.2	--	3.3	5.9	6.3	1.9	--	--	6.3

TABLE VIIa, con't.

	ATTICA N = 18	CLAY N = 102	CLOVERDALE N = 22	COVINGTON N = 24	CRAWFORDSVILLE N = 83	GREENCASTLE N = 51	LEBANON N = 53	N. MONTGOMERY N = 61	N. PUTNAM N = 31	ROCKVILLE N = 26	S.E. FOUNTAIN N = 30	S. MONTGOMERY N = 34	S. PUTNAM N = 32	S. VERMILLION N = 54	TURKEY RUN N = 23	WARREN N = 49	WESTERN BOONE N = 32
4. I am aware of the role vocational/technical education can play in career training.																	
Agree	77.8	89.2	90.9	70.8	85.5	90.2	84.9	77.0	90.3	92.3	86.7	82.4	93.8	83.3	82.6	81.6	93.8
Disagree	11.1	2.9	--	20.8	7.2	--	5.7	13.1	3.2	--	--	8.8	--	3.7	4.3	2.0	6.3
Neither Agree nor Disagree	11.1	7.8	9.1	4.2	7.2	9.8	9.4	8.2	6.5	7.7	13.3	8.8	6.3	9.3	13.0	16.3	--
Omit	--	--	--	4.2	--	--	--	1.6	--	--	--	--	--	3.7	--	--	--
5. Our total school program is adequately providing career training for those not continuing their education after high school.																	
Agree	16.7	4.9	9.1	4.2	10.8	7.8	9.4	13.1	3.2	--	10.0	11.8	12.5	3.7	--	16.3	3.1
Disagree	77.8	82.4	63.2	75.0	74.7	51.0	62.3	55.7	71.0	88.5	60.0	67.6	71.9	72.2	87.0	61.2	87.5
Neither Agree nor Disagree	5.6	12.7	22.7	20.8	13.3	41.2	24.5	27.9	25.8	11.5	30.0	17.6	15.6	22.2	13.0	22.4	9.4
Omit	--	--	--	--	1.2	--	3.8	3.3	--	--	--	2.9	--	1.9	--	--	--
6. Our total school program is adequately providing career training for those who will continue their education after high school.																	
Agree	38.9	41.2	54.5	66.7	43.4	49.0	52.8	57.4	41.9	53.9	56.7	73.5	65.6	37.0	47.8	44.9	25.0
Disagree	38.9	38.2	22.7	12.5	33.7	15.7	22.6	19.7	25.8	34.6	36.7	8.8	12.5	27.8	43.5	30.6	46.9
Neither Agree nor Disagree	22.2	19.6	22.7	16.7	22.9	35.3	20.8	21.3	32.3	11.5	6.7	17.6	21.9	35.2	8.7	24.5	28.1
Omit	--	1.0	--	4.2	--	--	3.8	1.6	--	--	--	--	--	--	--	--	--

TABLE VIIa, con't.

	ATTICA N = 18	CLAY N = 102	CLOVERDALE N = 22	COVINGTON N = 24	CRAWFORDSVILLE N = 83	GREENCASTLE N = 51	LEBANON N = 53	N. MONTGOMERY N = 61	N. PUTNAM N = 31	ROCKVILLE N = 26	S.E. FOUNTAIN N = 30	S. MONTGOMERY N = 34	S. PUTNAM N = 32	S. VERMILLION N = 54	TURKEY RUN N = 23	WARREN N = 49	WESTERN BOONE N = 32
7. Students are generally aware of the variety of career choices open to them by the time they graduate from our high school.																	
Agree	16.7	25.5	36.4	62.5	20.5	41.2	34.0	32.8	38.7	42.3	13.3	23.5	28.1	9.3	26.1	30.6	15.6
Disagree	66.7	51.0	45.5	33.3	51.8	35.3	50.9	47.5	32.3	46.2	63.3	44.1	62.5	59.3	60.9	44.9	62.5
Neither Agree nor Disagree	11.1	23.5	18.2	4.2	27.7	23.5	13.2	18.0	25.8	11.5	23.3	32.4	9.4	29.6	13.0	24.5	21.9
Omit	5.6	--	--	--	--	--	1.9	1.6	3.2	--	--	--	--	1.9	--	--	--
8. Students generally have a realistic picture of the training requirements for the various career choices open to them by the time they graduate from our high school.																	
Agree	5.6	15.7	22.7	41.7	13.3	23.5	13.2	23.0	22.6	15.4	3.3	26.5	12.5	5.6	21.7	26.5	9.4
Disagree	77.8	57.8	63.6	41.7	60.2	39.2	62.3	49.2	48.4	65.4	56.7	44.1	68.8	74.1	52.2	51.0	50.0
Neither Agree nor Disagree	16.7	26.5	13.6	16.7	26.5	37.3	24.5	26.2	29.0	19.2	40.0	29.4	18.8	18.5	26.1	22.4	40.6
Omit	--	--	--	--	--	--	--	1.6	--	--	--	--	--	1.9	--	--	--
9. Students generally hold a realistic career goal by the time they graduate from our high school.																	
Agree	11.1	13.7	27.3	20.8	10.8	19.6	7.5	14.8	16.1	3.9	3.3	2.9	6.3	14.8	17.4	20.4	18.8
Disagree	77.8	49.0	59.1	33.3	44.6	41.2	60.4	49.2	54.8	50.0	56.7	61.8	65.6	57.4	56.5	46.9	53.1
Neither Agree nor Disagree	11.1	37.3	13.6	45.8	44.6	39.2	32.1	32.8	29.0	46.2	40.0	35.3	28.1	27.8	26.1	32.7	28.1
Omit	--	--	--	--	--	--	--	3.3	--	--	--	--	--	--	--	--	--

TABLE VIIa, con't.

	ATTICA N = 18	CLAY N = 102	CLOVERDALE N = 22	COVINGTON N = 24	CRAWFORDSVILLE N = 83	GREENCASTLE N = 51	LEBANON N = 53	N. MONTGOMERY N = 61	N. PUTNAM N = 31	ROCKVILLE N = 26	S.E. FOUNTAIN N = 30	S. MONTGOMERY N = 34	S. PUTNAM N = 32	S. VERMILLION N = 54	TURKEY RUN N = 23	WARREN N = 49	WESTERN BOONE N = 32
10. There is value in incorporating job placement services as a part of high school career training.																	
Agree	66.7	76.5	86.4	83.3	94.0	86.3	84.9	88.5	87.1	92.3	83.3	88.2	87.5	85.2	87.0	83.7	75.0
Disagree	5.6	6.9	13.6	4.2	1.2	7.8	1.9	3.3	6.5	--	3.3	2.9	3.1	3.7	--	8.2	--
Neither Agree nor Disagree	27.8	15.7	--	12.5	4.8	5.9	13.2	8.2	6.5	7.7	13.3	8.8	9.4	11.1	13.0	8.2	25.0
Omit	--	1.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11. The program offered by our school which is MOST effective in preparing students for the NEXT PHASE of their lives is:																	
commercial courses	11.1	10.8	18.2	--	7.2	3.9	7.5	9.8	19.4	3.9	33.3	8.8	6.3	14.8	--	10.2	9.4
general courses	11.1	9.8	--	4.2	7.2	2.0	13.2	11.5	--	7.7	--	8.8	6.3	5.6	13.0	4.1	--
guidance services	--	3.9	4.5	--	1.2	7.8	11.3	6.6	--	--	--	--	3.1	1.9	4.3	12.2	9.4
vocational courses	5.6	3.9	13.6	8.3	6.0	9.8	5.7	4.9	3.2	--	10.0	5.9	9.4	5.6	26.1	6.1	--
college preparatory courses	22.2	20.6	22.7	37.5	28.9	29.4	26.4	13.1	25.8	46.2	23.3	35.3	18.8	35.2	21.7	16.3	18.8
extra-curricular activities	--	1.0	4.5	12.5	1.2	2.0	1.9	3.3	3.2	3.9	--	--	--	3.7	8.7	2.0	6.3
other	16.7	1.0	--	--	1.2	2.0	1.9	1.6	3.2	7.7	--	--	3.1	--	4.3	12.2	3.1
omit	5.6	19.6	4.5	12.5	10.8	11.8	5.7	16.4	16.1	3.9	16.7	11.8	28.1	7.4	8.7	8.2	28.1
multiple response	27.8	29.4	31.8	25.0	36.1	31.4	26.4	32.8	29.0	26.9	16.7	29.4	25.0	25.9	13.0	28.6	25.0

From 26% (Turkey Run) to 63% (Western Boone) of the teachers elected to be non-commital concerning whether or not they are doing their share of the total job of career training for their students. One area of concern mentioned by several teachers was the lack of motivation on the part of the students. "Vocational materials are made available but students often seem apathetic toward acquiring information concerning vocational opportunities." Although teachers are generally supportive of increased vocational-technical training at the secondary level, there are those who note, "You can't teach students everything about everything," or "Junior and senior high school should provide general background knowledge with an emphasis on communication skills and working with people."

Approximately 71% (Covington) to 94%(South Putnam and Western Boone) of the teachers stated they are aware of the role vocational-technical education can play in career training but from none (Rockville and Turkey Run) to only 17% (Attica) agree that their school is adequately providing career training for those students who will not continue their education after high school. Teacher concern in this area was reflected in their written comments which included the observation that both drop-outs and graduates often leave school without saleable skills. Teacher suggestions to aid in alleviating the situation through such as departmental clubs to help students gain career information and utilizing community resources and work-study programs for skill development were offered. "I believe that vocational education should definitely correlate with the on-the-job experiences that the student will encounter. Therefore, cooperation with the businesses and industries within the school districts is important."

The percent of teachers indicating that their school is adequately providing career training for those students who will be involved in some form of post-secondary education (25% in Western Boone to 74% in South Montgomery) is considerably higher than was noted for those students for whom high school will be terminal education. Even for this group, however, less than half of the teachers in nine of the corporations could agree that the school was adequately providing career training.

In general, teachers feel students are not aware of the variety of career choices (32% in North Putnam to 67% in Attica), are not aware of the training requirements for career choices (39% in Greencastle to

78% in Attica), nor do the students hold realistic career goals by the time they graduate (33% in Covington to 78% in Attica). A need frequently identified by teachers is more guidance services leading to more realistic choices made by more students. "'Realistic' is the place where we are misleading all types of high school students. Especially those at the top end of the ladder--they don't realize what is essential preparation for a certain career. The lower level students need vocational training which will help them feel they are entering a career which will allow them to make a worthwhile contribution to society." Another teacher wrote, "I believe each teacher should endeavor to help guide students in career planning and, more than this, help them learn to get along and be happy in simple everyday living." These teachers, along with many others appear to be advocating the infusion of the concepts of career education into the present system (see Section II-Recommendations).

A substantial number of the teachers (67% in Attica to 94% in Crawfordsville) indicated that there is value in extending the high school commitment to career training beyond instruction by incorporating job placement services in such a program.

When asked to identify the facet of the curriculum which is ". . . MOST effective in preparing students for the NEXT PHASE of their lives. . ." teachers tended to be non-commital by either not responding to the item or by indicating more than one area. College preparatory courses was the most frequently indicated response of the teachers who did indicate a single area in sixteen of the seventeen corporations. The exception to this pattern was Southeast Fountain where the commercial courses were identified as the most effective offering in preparing students for the next phase of their lives by one-third of the teachers. One teacher summarizes the feelings of many others by noting, "I feel very strongly that our school has always stressed academic courses over vocational ones. . . I fear we are labeling many students as failures simply because we do not offer or allow them the vocational courses they could excel in and through which they could see a purpose for their lives."

SECTION VIII

CLASS OF 1965 SURVEY

TABLE VIII-a
CLASS OF 1965 RESPONSES TO MAILINGS
by Corporation

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	NORTH MONTGOMERY	NORTH PUTNAM	ROCKVILLE	SOUTHEAST FOUNTAIN	SOUTH MONTGOMERY	SOUTH PUTNAM	SOUTH VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE
Sent -- 1st mailing	76	314	38	82	287	150	205	76	70	58	88	122	41	181	53	113	107
Sent -- 2nd mailing	--	172	26	--	95	90	93	39	--	--	53	71	23	105	32	62	--
Returned -- not forwardable	7	60	8	--	122	23	85	4	4	7	4	13	9	15	3	18	12
No address	2	15	1	8	--	--	--	22	7	15	--	2	38	3	--	6	20
Deceased	--	--	--	--	3	1	--	1	2	--	--	--	--	2	2	3	--
Not returned	59	128	42	43	165	163	163	69	42	35	83	126	41	186	55	112	42
Returned after processing cut off	--	--	--	1	1	2	3	2	1	--	--	1	--	--	1	2	--
Usable completed returns as a PERCENT of graduating class	14.5	38.2	36.8	47.6	31.7	36.0	24.4	55.3	34.3	27.6	61.4	44.3	34.2	46.4	50.9	39.8	30.8

During the study data were obtained from a sampling of parents, students, teachers, and various other community sources such as Chamber of Commerce representatives. Another key group from whom it was deemed desirable to obtain information was past graduates of the participating school corporations. The class of 1965 was selected for this follow-up because it was hypothesized that enough time had elapsed since their graduation to permit these graduates to become established in their adult lives. The seven years plus duration provided for completion of most schooling, military service, and the establishment of a marriage. As will be noted, there were a number of frustrations connected with an attempt to follow-up a group for many of whom only seven-year-old addresses were available. The interest on the part of these graduates as testified to by the high percents of return and the quality of their comments, however, made the effort an extremely worthwhile one.

The original intent was to correlate graduates' responses with their rank in the graduating class (see Exhibit XII-a, page 3, item 11). Only four of the seventeen corporations were able to provide complete rank-in-class data for the Class of 1965 and, therefore, the data were not processed in this manner. Also the original procedures called for an initial mailing (Exhibits XII-k and XII-l) with a follow-up mailing (Exhibits XII-l and XII-m) to non-respondents three to four weeks after the release of the first mailing. This procedure was followed for twelve of the corporations but the address lists (Exhibit XII-j) from five districts were received too late to permit the follow-up mailings for those districts. There was a wide variety in the quality of the address lists the schools were able to provide. In some cases graduation lists without updating were provided while in other instances the lists had been completely updated through telephone contacts, etc. To some extent the quality of the address lists is reflected in the usable completed returns received as a percent of the graduating class (Table VIII-a).

The usable completed returns received as a percent of the graduating class ranged from 15% (Attica) to 61% (Southeast Fountain) with Cloverdale representing the median at 37%. The 15% response is typical for this type of mail survey but from the next lowest percent responding (24%, Lebanon) up represents a surprisingly high rate of return and as noted above can probably be interpreted as representing an unusual

interest in and concern for education by this group.

With the exceptions* of Clay, Lebanon, and Warren a higher percent of the respondents were women than were men. The marriage patterns for this group identify them as generally typical of the general population. Assuming that the distribution of students enrolled in the various high school curricula in 1965 was parallel to the 1972 enrollments (see Section V) all strata of the Class of 1965 appear to be represented.

As would be anticipated for the age group represented, a substantially higher percent of the men than the women are engaged in full time work. The classification system used to categorize the occupations reported by the Class of 1965 is identical to the one used to classify parent occupations (see Section XII, page 24). Somewhat surprising for the age group is the relatively low percent of women who reported their occupations as full time housewife. Although the locale for present employment varies considerably in pattern from corporation to corporation there does appear to be a tendency for more of the men to have settled farther from their "home"** county than is true for the women.

Over half of the responding males from all seventeen districts reported being satisfied with their jobs but less than half of the females from ten of the corporations were able to indicate that they were satisfied with their jobs. The reasons given by men and women for both satisfaction and dissatisfaction tended to center on lack of or presence of personal fulfillment and in general were not concerned with dollar rewards as such; for example, a man who is in a supervisory position in a major school district writes, "I am a hack in an over burdened school system." In addition, a frequent source of dissatisfaction for women is summarized by the 1965 graduate who wrote,

> The attributes I need are to be male and to be unethical . . . I am dissatisfied with my position and the four positions I have held as a female executive. Women are not going to be satisfied to continue in lower positions with unequal salaries. Even though I have a Masters Degree, I would face a continuing career of

* * * *

*From this point on, all statistics referred to in Section VIII are summarized in Table VIII-b.

**Home or neighboring County = county in which individual attended high school or an adjoining county; state = Indiana but other than home or neighboring county; out of state = anyplace in the world except Indiana.

> unequal pay for my skills. I have no intention of living this way so I have bought a farm from my earnings . . . and to some degree (intend to) deprive the society that educated me of my skills and become a non-consumer. My education was a series of lies. If you want to help the young people now entering school, stop the ridiculous lies that make school a prison and rob us of our creativity!

Of course for every viewpoint there is an opposing viewpoint as illustrated by another 1965 graduate who apparently has little interest in the equality of the sexes as she commented,

> Let the women stay at home with the children who need them and let the men have the jobs unless the woman needs to work for the support of the family. There are lots of women working who don't need to work. Maybe we would have better kids. You know a mother is better than a baby-sitter any day--or should be. I know there always will be women working because we need some of them as some jobs are <u>not</u> for men just as some are not for <u>women</u>.

Less than half of the responding men or women from any of the corporations indicated that their high school experience prepared them for the job they are now doing. In fact, in only four groups of males (Greencastle, Southeast Fountain, Turkey Run, and Western Boone) did the percent of respondents who indicated secondary school prepared them for their current jobs exceed forty. Related to this point a number of the young men and women from the Class of 1965 offered suggestions such as:

> The one thing that stands out in my mind that I feel any and all job applicants run into is that most, if not all, jobs seemed to require experience--whether you do or do not have special training. The employer wants experience but doesn't want to provide time or on-the-job-training to acquire it. . . If a person could get <u>actual experience</u> while taking - - - courses, I feel this would enable a person to meet the "experience" qualification of any job application.

Since the primary and unique mission of the public school is formal instruction, it is not surprising that it is the trend for the respondents to identify academic, commercial, and vocational classes as the most helpful of their high school experience. What is surprising, however, is the extremely small percentage of the responding men and women who identify sports, social activities, and extracurricular activities as the most helpful aspect of their high school experience in preparing

them for work. Sports, social activities, and extracurricular activities presumably receive a great emphasis because of values to the students but these values are evidently not related to job skills in the minds of the 1965 graduates. Indeed, these three areas are frequently noted as being the least helpful aspect of the high school programs relative to work preparation. These areas are not, however, without their proponents as illustrated by comments such as, ". . . therefore the most helpful aspect of my high school would probably be social activities at this time but eventually academic classes will be the more helpful."

An area not infrequently identified as the least helpful aspect of the school program was the guidance services as typified by notes such as, "If I had followed the advice of my high school counselors, I would not have been able to enter undergraduate school,"* and

> Counseling at - - - - - High School was very poor. Both my husband and I were average students with no particular goals in sight. Neither of us were at any time advised. We therefore wasted very important time. My husband later decided to attend - - - - - University and found it very difficult due to his lack of background. Sometimes the "average student" might be worth a little time.

Nevertheless, by contrast some individuals could write, ". . . the staff were concerned with all of us and early in our schooling stimulated us to think about and plan for our future," and not all students attributed slow or false starts on careers to the school.

> I lost two years in high school and four years in the service not just because I didn't know what I wanted to do but because I had little skill (couldn't get a job so I went in the service) and a background that didn't give me any desire to develop one.

Substantial percents of the responding groups indicated a continuing faith in the value of education by indicating (1) that further education or training would help them improve their skills or get a better position, (2) they are now taking part-time classes in both the job-related and non-job-related categories, (3) they would be interested in a training program to improve occupational skills, and (4) would be willing to travel to a school to receive training.

* * * *

*Response of a now practicing lawyer.

> I did quit my job when I started my family and I am still unemployed. Right now I am interested in part-time classes. I do not intend to work for awhile, but do want to continue or keep up my knowledge in business--office or secretarial work.

All forms of post-secondary education are represented in the group but the trend is for the four-year college or university to be the most frequently indicated one for the responding groups.

Additional comments endorsing expanded opportunities for vocational-technical education were frequently offered. For example,

> High schools, I feel, have always catered to the college prep student when there are a great many more students who are not interested in attending college. More technical courses should be available because without vocationally trained people our society could not function.

and

> (after a glowing endorsement of her high school experience) I do, however, feel that the vocational opportunities of the school could have been better. I'm sure many of the students might have profited from such courses.

and

> I have been able to observe Florida's educational system for the past three years. Although they have many overwhelming problems, I have been very impressed with their vocational training opportunities at the high school level.

One respondent gave testimony for vocational training and appealed for that training to be realistic by writing,

> This type of training helped me realize the importance of finding the type of job I wanted and helped me to settle down. High school should also give some indication of the type of life factory work presents so the children will be able to have a livelihood in mind before graduating.

Some of the graduates offered support for the concept of expanded vocational-technical programs but expressed concern that ". . . the cost of buildings alone involved in programs of this nature is great. . . I know there is a shortage of technically trained, but to start successfully it must begin in the 9-12 high school. . ."

Lest the impression be conveyed that all of the Class of 1965 either gave wholehearted or qualified endorsement to expanded vocational-technical education, the following quotations represent a minority but not non-existent opinion, "I am not for any tax supported school, academic or occupational training," and

> My opinion will be disregarded but I feel I must express it. I strongly believe that our school systems need to return to the "3Rs" of education. . . Until we learn to do these well, then we cannot go on to more difficult subjects. I feel we need to cut out the social activities, sports, extracurricular activities and spend the time while at school learning the basics.

Finally, additional training often will be useful and helpful but it is not a panacea <u>per se</u> as noted by the mother who conveys a despair as she writes,

> . . . Do you think you can help this boy?. . . Our son and his wife have separated because he could not find a civilian job paying a good basic salary. . . His qualifications are A-1 in computer repair. He is always going to school. When he was home in September, he tried finding a job but starting pay was around $600 a month. His basic pay (with his wife, before taxes) is over $900. His rank is E-6. If you think you can help this boy you could write this address. . . .

TABLE VIII-b
CLASS OF 1965 SURVEY SUMMARY
as a PERCENT of RESPONDENTS
by SEX by CORPORATION

	ATTICA Males, N=5		Females, N=6		CLAY Males, N=66		Females, N=60		CLOVERDALE Males, N=6		Females, N=8		COVINGTON Males, N=12		Females, N=27		CRAWFORDSVILLE Males, N=45		*Females, N=47		GREENCASTLE Males, N=24		Females, N=30		LEBANON Males, N=29		Females, N=21		NORTH MONTGOMERY Males, N=19		Females, N=23		NORTH PUTNAM Males, N=6		Females, N=18	
	M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F	
2. Percent of students	45.5		54.5		52.4		47.6		42.9		57.1		30.8		69.2		48.9		51.1		44.4		55.6		58.0		42.0		45.2		54.8		25.0		75.0	
3. single	80.0		--		18.2		15.0		33.3		25.0		--		7.4		35.6		12.8		20.8		16.7		17.2		14.3		15.8		8.7		16.7		11.1	
married	20.0		66.7		81.8		78.3		66.7		75.0		100		92.6		62.2		83.0		79.2		60.0		72.4		85.7		79.0		87.0		66.7		83.3	
separated	--		16.7		--		1.7		--		--		--		--		--		--		--		6.7		--		--		--		--		16.7		5.6	
divorced	--		16.7		--		5.0		--		--		--		--		2.2		2.1		--		16.7		6.9		--		5.3		4.4		--		--	
omit	--		--		--		--		--		--		--		--		--		--		--		--		3.4		--		--		--		--		--	
4. High school curriculum:																																				
general	20.0		66.7		31.8		13.3		50.0		62.5		25.0		33.3		44.4		17.2		16.7		20.0		44.8		28.6		36.8		26.1		50.0		22.2	
college preparatory	60.0		33.3		62.1		56.7		33.3		12.5		66.7		51.9		51.1		74.5		58.3		56.7		48.3		57.1		52.6		60.9		33.3		61.1	
vocational	20.0		--		6.1		1.7		--		--		8.3		--		4.4		--		20.8		10.0		--		9.5		5.3		--		--		--	
commercial	--		--		--		28.3		--		25.0		--		14.8		--		4.3		--		13.3		--		4.8		--		13.0		--		16.7	
other	--		--		--		--		--		--		--		--		--		2.1		--		--		--		--		--		--		--		--	
omit	--		--		--		--		16.7		--		--		--		--		--		4.2		--		6.9		--		5.3		--		16.7		--	
5a. Employed full time	80.0		66.7		90.9		48.3		83.3		37.5		91.7		37.0		73.3		51.1		75.0		50.0		93.1		47.6		94.7		43.5		83.3		38.9	
Employed part time	--		16.7		1.5		11.7		16.7		--		--		18.5		8.9		10.6		8.3		10.0		--		9.5		5.3		13.0		16.7		11.1	
no	20.0		16.7		1.5		36.7		--		62.5		8.3		29.6		17.7		36.2		16.7		40.0		6.9		42.9		--		43.5		--		50.0	
omit	--		--		6.1		3.3		--		--		--		14.8		--		--		--		--		--		--		--		--		--		--		--	
5b. Place of employment:																																				
home or neighboring county	40.0		16.7		53.0		31.7		--		--		8.3		11.1		42.2		27.7		41.7		16.7		62.1		19.0		63.2		17.4		16.7		5.6	
state	20.0		33.3		21.2		10.0		50.0		25.0		33.3		14.8		15.6		14.9		20.8		30.0		6.9		19.0		15.8		17.4		50.0		22.2	
out of state	20.0		16.7		18.2		20.0		50.0		--		50.0		29.6		24.4		19.2		20.8		10.0		24.1		19.0		15.8		21.7		33.3		16.7	
omit	20.0		33.3		7.6		38.3		--		75.0		8.3		44.4		17.8		36.2		16.7		43.3		6.9		42.9		5.3		43.5		--		55.6	

* One questionnaire was returned but not completed.

TABLE VIII-b, con't.

	ROCKVILLE Males, N=4		Females, N=12		SOUTHEAST FOUNTAIN Males, N=19		Females, N=35		SOUTH MONTGOMERY Males, N=26		Females, N=28		SOUTH PUTNAM Males, N=1		Females, N=13		SOUTH VERMILLION Males, N=30		*Females, N=55		TURKEY RUN Males, N=11		Females, N=16		WARREN Males, N=23		Females, N=22		WESTERN BOONE Males, N=16		Females, N=17	
	M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F	
2. Percent of students:	25.0		75.0		35.2		64.8		48.1		51.9		7.1		92.9		35.3		64.7		40.7		59.3		51.1		48.9		48.5		51.5	
3. single	50.0		--		15.8		14.3		23.1		10.7		--		23.1		--		12.7		9.1		6.2		17.4		9.1		25.0		5.9	
married	50.0		75.0		79.0		82.9		73.1		85.7		100		76.9		96.7		76.4		63.6		93.8		78.3		86.4		75.0		94.1	
separated	--		--		--		--		--		--		--		--		--		--		--		--		--		4.6		--		--	
divorced	--		16.7		5.3		2.9		3.9		3.6		--		--		3.3		7.3		27.3		--		4.4		--		--		--	
omit	--		8.3		--		--		--		--		--		--		--		1.8		--		--		--		--		--		--	
4. High school curriculum:																																
general	25.0		25.0		52.6		22.9		46.2		28.6		--		69.2		43.3		38.2		45.5		43.8		34.8		22.7		50.0		23.5	
college preparatory	50.0		41.7		36.8		40.0		50.0		42.9		100		23.1		36.7		25.5		27.3		25.0		52.2		31.8		43.8		64.7	
vocational	25.0		--		5.3		5.7		3.9		--		--		--		3.3		1.8		27.3		6.2		8.7		13.6		6.3		--	
commercial	--		33.3		5.3		28.6		--		25.0		--		7.7		6.7		29.1		--		25.0		4.4		27.3		--		11.8	
other	--		--		--		--		--		--		--		--		6.7		1.8		--		--		--		--		--		--		--	
omit	--		--		--		2.9		--		3.6		--		--		3.3		1.8		--		--		--		4.6		--		--		--	
5a. Employed full time	75.0		41.7		89.5		48.6		88.5		42.9		100		38.5		96.7		43.6		100		37.5		87.0		40.9		81.3		35.3	
Employed part time	25.0		8.3		5.3		11.4		--		3.6		--		23.1		--		7.3		--		12.5		4.3		4.6		12.5		11.8	
no	--		50.0		5.3		40.0		11.5		53.6		--		38.5		3.3		47.3		--		50.0		8.7		54.6		6.2		52.9	
omit	--		--		--		--		--		--		--		--		--		--		--		--		--		--		--		--		--	
5b. Place of employment:																																
home or neighboring county	75.0		33.3		47.4		20.0		53.9		28.6		100		38.5		46.7		23.6		45.5		25.0		52.2		18.2		56.2		35.3	
state	--		16.7		10.5		14.3		23.1		14.3		--		23.1		33.3		18.2		9.1		12.5		13.0		13.6		18.8		--	
out of state	25.0		--		31.6		25.7		11.5		7.1		--		--		16.7		9.1		45.5		12.5		26.1		13.6		18.8		5.9	
omit	--		50.0		10.5		40.0		11.5		50.0		--		38.5		3.3		47.3		--		50.0		8.7		54.6		6.2		58.8	

* One questionnaire was returned but not completed.

TABLE VIII-b, con't.

	ATTICA Males, N=5		ATTICA Females, N=6		CLAY Males, N=66		CLAY Females, N=60		CLOVERDALE Males, N=6		CLOVERDALE Females, N=8		COVINGTON Males, N=12		COVINGTON Females, N=27		CRAWFORDSVILLE Males, N=45		CRAWFORDSVILLE Females, N=47		GREENCASTLE Males, N=24		GREENCASTLE Females, N=30		LEBANON Males, N=29		LEBANON Females, N=21		N. MONTGOMERY Males, N=19		N. MONTGOMERY Females, N=23		NORTH PUTNAM Males, N=6		NORTH PUTNAM Females, N=18	
	M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F	
5c. Present occupation:																																				
professional	40.0		33.3		28.8		28.3		--		--		50.0		22.2		31.1		36.2		20.8		36.7		20.7		28.6		21.1		43.5		50.0		27.8	
business and sales	--		16.7		13.6		1.7		--		--		--		--		4.4		--		25.0		--		10.4		4.8		5.3		--		--		--	
clerical and office	--		--		--		20.0		--		37.5		--		29.6		--		10.6		--		20.0		--		9.5		--		4.4		--		16.7	
skilled	--		16.7		25.8		3.3		66.7		--		8.3		3.7		26.7		8.5		4.2		6.7		51.7		14.3		42.1		--		16.7		--	
service	20.0		16.7		3.0		--		16.7		--		33.3		--		6.7		--		20.8		--		6.9		--		--		--		--		5.6	
agriculture	20.0		--		3.0		--		--		--		--		--		2.2		--		8.3		--		--		--		21.1		--		16.7		--	
labor	--		--		16.7		6.7		16.7		--		--		--		11.1		6.4		4.2		3.3		3.4		--		10.5		4.4		16.7		--	
housewife	--		--		--		1.7		--		--		--		--		--		--		--		3.3		--		--		--		8.7		--		--	
other	--		--		--		--		--		--		--		--		--		--		--		--		--		--		--		--		--		--	
omit	20.0		16.7		9.1		38.3		--		62.5		8.3		44.4		17.8		36.2		16.7		30.0		6.9		42.9		--		39.1		--		50.0	
5d. Job satisfaction:																																				
satisfied	60.0		66.7		62.1		45.0		66.7		25.0		66.7		44.4		60.0		53.2		75.0		56.7		75.9		52.4		79.0		47.8		66.7		38.9	
dissatisfied	--		--		12.1		3.3		--		--		8.3		3.7		15.6		2.1		--		6.7		6.9		4.8		10.5		--		--		5.6	
neither satisfied nor dissatisfied	20.0		16.7		16.7		11.7		33.3		12.5		16.7		7.4		4.4		6.4		4.2		--		10.4		--		10.5		4.4		33.3		5.6	
omit	20.0		16.7		9.1		40.0		--		62.5		8.3		44.4		20.0		36.2		20.8		36.7		6.9		42.9		--		47.8		--		50.0	
5e. Did high school prepare you for job?																																				
yes	20.0		33.3		25.8		21.7		16.7		37.5		16.7		22.2		35.6		23.4		41.7		23.3		13.8		19.0		31.6		26.1		33.3		22.2	
no	60.0		50.0		60.6		33.3		83.3		--		66.7		29.6		48.9		36.2		29.2		40.0		75.9		38.1		68.4		26.1		66.7		22.2	
omit	20.0		16.7		13.6		45.0		--		62.5		16.7		48.1		15.6		38.3		29.2		36.7		10.4		42.9		--		47.8		--		55.6	
5f. Most helpful high school experience:																																				
academic classes	40.0		33.3		42.4		21.7		33.3		12.5		41.7		29.6		33.3		38.3		37.5		33.3		44.8		28.6		26.3		21.7		16.7		5.6	
commercial classes	20.0		--		6.1		18.3		--		25.0		--		7.4		8.9		6.4		4.2		3.3		10.4		9.5		5.3		--		--		5.6	
vocational classes	--		33.3		12.1		1.7		33.3		--		16.7		3.7		13.3		6.4		12.5		13.3		6.9		--		31.6		--		16.7		--	

TABLE VIII-b, con't.

	ROCKVILLE Males, N=4		Females, N=12		S.E. FOUNTAIN Males, N=19		Females, N=35		S. MONTGOMERY Males, N=26		Females, N=28		SOUTH PUTNAM Males, N=1		Females, N=13		S. VERMILLION Males, N=30		Females, N=55		TURKEY RUN Males, N=11		Females, N=16		WARREN Males, N=23		Females, N=22		WESTERN BOONE Males, N=16		Females, N=17	
	M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F	
5c. Present occupation:																																
professional	25.0		25.0		15.8		20.0		26.9		17.9		--		15.4		36.7		20.0		--		25.0		17.4		13.6		12.5		11.8	
business and sales	25.0		8.3		5.3		2.9		3.9		--		--		7.7		3.3		--		9.1		--		4.4		--		18.8		--	
clerical and office	--		8.3		5.3		20.0		--		17.9		--		--		--		23.6		--		25.0		--		22.7		6.2		17.7	
skilled	25.0		8.3		31.6		11.4		19.2		10.7		--		23.1		40.0		1.8		27.3		--		39.1		4.6		31.3		11.8	
service	25.0		--		--		2.9		7.7		--		--		--		3.3		--		27.3		--		8.7		--		6.2		5.9	
agriculture	--		--		10.5		--		11.5		--		100		--		--		--		18.2		--		--		--		--		--	
labor	--		--		26.3		2.9		19.2		3.6		--		7.7		13.3		1.8		18.2		--		21.7		9.1		18.8		5.9	
housewife	--		8.3		--		--		--		--		--		--		--		5.5		--		--		--		--		--		--	
other	--		--		--		--		--		--		--		7.7		--		--		--		--		--		--		--		--	
omit	--		41.7		5.3		40.0		11.5		50.0		--		38.5		3.3		45.5		--		50.0		8.7		50.0		6.2		47.1	
5d. Job satisfaction:																																
satisfied	75.0		33.3		68.4		48.6		61.5		53.6		100		53.9		73.3		38.2		72.7		50.0		60.9		45.5		62.5		47.1	
dissatisfied	--		--		5.3		2.9		19.2		--		--		--		6.7		3.6		9.1		--		4.4		--		18.8		--	
neither satisfied nor dissatisfied	25.0		16.7		21.1		8.6		7.7		--		--		7.7		16.7		9.1		18.2		--		26.1		9.1		12.5		--	
omit	--		50.0		5.3		40.0		11.5		46.4		--		38.5		3.3		47.3		--		50.0		8.7		45.5		6.2		52.9	
5e. Did high school prepare you for job?																																
yes	25.0		16.7		47.4		28.6		26.9		28.6		--		15.4		33.3		30.9		45.5		25.0		13.0		13.6		43.8		23.5	
no	50.0		25.0		47.4		28.6		61.5		17.9		100		38.5		63.3		18.2		54.5		18.8		65.2		40.9		50.0		29.4	
omit	25.0		58.3		5.3		42.9		11.5		53.6		--		46.2		3.3		49.1		--		56.2		21.7		45.5		6.2		47.1	
5f. Most helpful high school experience:																																
academic classes	25.0		16.7		21.1		14.3		23.1		21.4		--		23.1		23.3		10.9		36.4		12.5		39.1		13.6		31.3		17.7	
commercial classes	--		16.7		15.8		11.4		23.1		17.9		--		15.4		6.7		23.6		--		18.8		13.0		36.4		12.5		11.8	
vocational classes	25.0		--		10.5		--		23.1		3.6		--		--		20.0		1.8		18.2		--		4.4		--		12.5		5.9	

TABLE VIII-b, con't.

	ATTICA Males, N=5 M	ATTICA Females, N=6 F	CLAY Males, N=66 M	CLAY Females, N=60 F	CLOVERDALE Males, N=6 M	CLOVERDALE Females, N=8 F	COVINGTON Males, N=12 M	COVINGTON Females, N=27 F	CRAWFORDSVILLE Males, N=45 M	CRAWFORDSVILLE Females, N=47 F	GREENCASTLE Males, N=24 M	GREENCASTLE Females, N=30 F	LEBANON Males, N=29 M	LEBANON Females, N=21 F	N. MONTGOMERY Males, N=19 M	N. MONTGOMERY Females, N=23 F	NORTH PUTNAM Males, N=6 M	NORTH PUTNAM Females, N=18 F
5f. (continued)																		
sports	20.0	--	--	--	--	--	--	--	2.2	--	--	--	3.4	--	10.5	--	--	--
social activities	--	--	1.5	1.7	--	--	8.3	--	4.4	2.1	4.2	3.3	3.4	--	5.3	--	--	5.6
extracurricular activities	--	--	3.0	--	--	--	--	--	--	--	--	3.3	3.4	9.5	10.5	--	--	5.6
other	--	16.7	1.5	3.3	--	--	--	--	2.2	2.1	--	--	--	--	--	--	--	5.6
omit	20.0	16.7	33.3	53.3	33.3	62.5	33.3	59.3	35.6	42.6	41.7	43.3	27.6	52.4	10.5	78.3	66.7	72.2
5g. Least helpful high school experience:																		
academic classes	--	50.0	7.6	--	--	--	16.7	11.1	13.3	2.1	8.3	10.0	13.8	4.8	10.5	--	16.7	5.6
commercial classes	20.0	--	12.1	3.3	--	12.5	8.3	11.1	2.2	4.3	--	3.3	6.9	9.5	5.3	--	--	--
vocational classes	--	--	10.6	6.7	16.7	--	41.7	3.7	11.1	6.4	16.7	10.0	17.2	4.8	5.3	13.0	33.3	5.6
sports	--	33.3	22.7	18.3	16.7	12.5	--	11.1	13.3	25.5	8.3	20.0	24.1	19.0	36.8	13.0	--	22.2
social activities	20.0	--	15.2	6.7	16.7	--	8.3	3.7	11.1	--	12.5	10.0	13.8	--	21.1	4.4	16.7	--
extracurricular activities	40.0	--	3.0	3.3	--	--	--	--	11.1	8.5	8.3	3.3	--	4.8	5.3	--	--	--
other	--	--	3.0	1.7	--	--	--	--	--	--	--	--	3.4	--	5.3	--	--	--
omit	20.0	16.7	25.8	60.0	50.0	75.0	25.0	59.3	37.8	51.1	45.8	43.3	20.7	57.1	10.5	69.6	33.3	66.7
5h. Would further education help?																		
yes	60.0	66.7	60.6	48.3	83.3	12.5	83.3	33.3	64.4	38.3	66.7	56.7	65.5	42.9	73.7	43.5	66.7	22.2
no	--	16.7	28.8	11.7	16.7	25.0	8.3	18.5	15.6	21.3	16.7	10.0	24.1	14.3	26.3	8.7	33.3	27.8
omit	40.0	16.7	10.6	40.0	--	62.5	8.3	48.1	20.0	38.3	16.7	33.3	10.4	42.9	--	47.8	--	50.0
5j. Now taking part-time job-related classes?																		
yes	40.0	--	19.7	11.7	16.7	--	16.7	--	31.1	10.6	25.0	16.7	13.8	23.8	10.5	4.4	16.7	11.1
no	60.0	83.3	71.2	50.0	83.3	37.5	75.0	55.6	48.9	48.9	58.3	46.7	79.3	33.3	89.5	52.2	83.3	38.9
omit	--	16.7	9.1	38.3	--	62.5	8.3	44.4	20.0	38.3	16.7	36.7	6.9	42.9	--	43.5	--	50.0

TABLE VIII-b, con't.

	ROCKVILLE Males, N=4		Females, N=12		S.E. FOUNTAIN Males, N=19		Females, N=35		S. MONTGOMERY Males, N=26		Females, N=28		SOUTH PUTNAM Males, N=1		Females, N=13		S. VERMILLION Males, N=30		Females, N=55		TURKEY RUN Males, N=11		Females, N=16		WARREN Males, N=23		Females, N=22		WESTERN BOONE Males, N=16		Females, N=17	
	M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F	
5f. (continued)																																
sports	--		--		10.5		--		7.7		--		--		--		3.3		--		18.2		--		4.4		--		--		--	
social activities	--		--		--		2.9		--		--		--		--		--		3.6		--		--		--		--		--		--	
extracurricular activities	--		--		--		2.9		3.9		3.6		--		--		--		--		--		6.2		--		--		6.2		--	
other	--		8.3		--		--		--		--		--		--		--		--		9.1		--		--		--		6.2		5.9	
omit	50.0		58.3		42.1		68.6		19.2		53.6		100		61.5		46.7		58.2		18.2		62.5		39.1		50.0		31.3		58.8	
5g. Least helpful high school experience:																																
academic classes	25.0		16.7		5.3		2.9		3.9		3.6		--		15.4		6.7		14.6		36.4		12.5		8.7		9.1		12.5		5.9	
commercial classes	--		8.3		5.3		5.7		7.7		3.6		--		--		10.0		3.6		18.2		--		13.0		--		6.2		5.9	
vocational classes	25.0		--		5.3		8.6		7.7		3.6		--		7.7		10.0		1.8		18.2		6.2		8.7		13.6		12.5		--	
sports	--		16.7		21.1		20.0		19.2		21.4		--		15.4		6.7		9.1		9.1		12.5		8.7		9.1		12.5		35.3	
social activities	--		--		21.1		2.9		23.1		3.6		--		--		10.0		5.5		9.1		--		13.0		--		12.5		--	
extracurricular activities	--		--		5.3		2.9		7.7		3.6		--		7.7		13.3		1.8		9.1		6.2		13.0		--		18.8		--	
other	--		--		--		--		3.9		--		--		--		--		1.8		--		6.2		--		--		--		--	
omit	50.0		58.3		36.8		57.1		26.9		60.7		100		53.9		43.3		60.0		--		56.2		34.8		68.2		25.0		52.9	
5h. Would further education help?																																
yes	100		33.3		68.4		28.6		57.7		39.3		--		46.2		70.0		36.4		72.7		18.8		82.6		31.8		50.0		29.4	
no	--		8.3		21.1		34.3		30.8		10.7		100		15.4		23.3		12.7		27.3		31.3		4.4		31.8		43.8		23.5	
omit	--		58.3		10.5		37.1		11.5		50.0		--		38.5		6.7		49.1		--		50.0		13.0		36.4		6.2		47.1	
5j. Now taking part-time job-related classes?																																
yes	50.0		16.7		10.5		11.4		19.2		14.3		--		--		33.3		12.7		27.3		--		30.4		--		37.5		17.7	
no	50.0		25.0		84.2		48.6		69.2		35.7		100		61.5		63.3		40.0		63.6		50.0		60.9		59.1		50.0		35.3	
omit	--		58.3		5.3		40.0		11.5		50.0		--		38.5		3.3		45.5		9.1		50.0		8.7		40.9		12.5		47.1	

TABLE VIII-b, con't.

	ATTICA Males, N=5		CLAY Males, N=66		CLOVERDALE Males, N=6		COVINGTON Males, N=12		CRAWFORDSVILLE Males, N=45		GREENCASTLE Males, N=24		LEBANON Males, N=29		N. MONTGOMERY Males, N=19		NORTH PUTNAM Males, N=6	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
5k. Taking part-time non-job-related classes?																		
yes	40.0	--	15.2	1.7	16.7	--	25.0	--	13.3	8.5	4.2	6.7	6.9	--	10.5	17.4	--	5.6
no	60.0	83.3	74.2	56.7	83.3	37.5	66.7	55.6	64.4	51.1	75.0	53.3	79.3	57.1	84.2	39.1	100	44.4
omit	--	16.7	10.6	41.7	--	62.5	8.3	44.4	22.2	38.3	20.8	40.0	13.8	42.9	5.3	43.5	--	50.0
6. Have you been enrolled in one of the following since high school graduation?																		
trade school	--	--	1.5	6.7	--	--	--	--	8.9	8.5	--	10.0	3.4	14.3	5.3	13.0	--	5.6
business school	--	--	1.5	6.7	--	--	--	3.7	2.2	10.6	--	10.0	6.9	9.5	10.5	4.4	--	16.7
four year in-state state college or university	80.0	16.7	42.4	45.0	16.7	25.0	41.7	25.9	26.7	25.5	29.2	33.3	13.8	38.1	21.1	34.8	16.7	16.7
four year in-state private college or university	--	--	3.0	--	--	--	--	7.4	8.9	6.4	4.2	3.3	3.4	--	5.3	4.4	--	--
in-state junior college	--	--	--	--	--	--	--	--	--	--	--	--	--	--	5.3	--	--	--
four year out-of-state college or university	--	--	1.5	1.7	--	--	--	--	8.9	6.4	--	3.3	6.9	9.5	--	4.4	--	.--
out-of-state junior college	--	--	--	--	--	--	8.3	3.7	--	--	4.2	--	--	--	10.5	--	--	--
Indiana Vocational Technical College	--	--	3.0	--	--	--	--	--	--	--	--	--	--	--	--	--	16.7	--
private in-state technical school	--	--	3.0	--	--	--	--	--	4.4	2.1	--	--	--	--	--	--	16.7	--
private out-of-state technical school	--	--	1.5	--	--	--	--	--	--	--	4.2	--	--	--	--	--	--	--
hospital nursing program	--	--	--	1.7	--	--	--	7.4	--	2.1	--	3.3	--	9.5	--	8.7	--	--
union apprentice program	--	--	1.5	--	16.7	--	--	--	2.2	2.1	4.2	--	--	--	--	4.4	--	--
other	--	33.3	6.1	6.7	16.7	12.5	8.3	3.7	8.9	6.4	8.3	3.3	6.9	--	5.3	4.4	16.7	5.6
multi--omit	20.0	50.0	34.9	31.6	50.0	62.5	41.7	48.2	28.9	27.7	45.8	33.3	58.6	19.0	36.8	21.7	33.3	55.6

TABLE VIII-b, con't.

	ROCKVILLE Males, N=4		ROCKVILLE Females, N=12		S.E. FOUNTAIN Males, N=19		S.E. FOUNTAIN Females, N=35		S. MONTGOMERY Males, N=26		S. MONTGOMERY Females, N=28		SOUTH PUTNAM Males, N=1		SOUTH PUTNAM Females, N=13		S. VERMILLION Males, N=30		S. VERMILLION Females, N=55		TURKEY RUN Males, N=11		TURKEY RUN Females, N=16		WARREN Males, N=23		WARREN Females, N=22		WESTERN BOONE Males, N=16		WESTERN BOONE Females, N=17	
	M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F	
5k. Taking part-time non-job-related classes?																																
yes	--		--		--		--		19.2		--		--		--		13.3		7.3		9.1		--		17.4		--		25.0		11.8	
no	75.0		41.7		94.7		60.0		65.4		50.0		100		61.5		76.7		45.5		91.0		50.0		73.9		59.1		68.8		41.2	
omit	25.0		58.3		5.3		40.0		15.4		50.0		--		38.5		10.0		45.5		--		50.0		8.7		40.9		6.2		47.1	
6. Have you been enrolled in one of the following since high school graduation?																																
trade school	--		--		--		11.4		--		3.6		--		15.4		--		9.1		18.2		12.5		13.0		9.1		6.2		17.7	
business school	--		8.3		--		8.6		3.9		7.1		--		7.7		--		14.6		--		6.2		--		4.6		6.2		--	
four year in-state state college or university	25.0		50.0		21.1		22.9		26.9		28.6		100		15.4		33.3		40.0		27.3		25.0		17.4		13.6		25.0		29.4	
four year in-state private college or university	25.0		--		--		--		3.9		--		--		7.7		--		1.8		--		--		--		4.6		--		--	
in-state junior college	--		--		5.3		--		7.7		--		--		--		3.3		--		--		--		4.4		--		--		--	
four year out-of-state college or university	--		--		--		--		3.9		--		--		--		--		1.8		9.1		6.2		4.4		--		--		--	
out-of-state junior college	--		--		--		--		--		--		--		--		--		--		--		--		--		--		--		--	
Indiana Vocational Technical College	--		--		--		--		3.9		--		--		--		3.3		--		--		--		--		--		--		--	
private in-state technical school	--		--		5.3		--		--		--		--		--		6.7		--		9.1		--		--		--		--		--	
private out-of-state technical school	--		--		10.5		--		--		--		--		--		3.3		--		9.1		--		4.4		--		--		--	
hospital nursing program	--		--		--		2.9		--		--		--		--		--		--		--		--		--		4.6		--		--	
union apprentice program	--		--		--		--		3.9		--		--		--		--		--		--		--		8.7		--		6.2		--	
other	--		--		10.5		--		19.2		3.6		--		--		10.0		1.8		--		--		21.7		13.6		6.2		--	
multi--omit	50.0		41.7		47.4		54.3		26.9		57.1		--		53.9		40.0		29.1		27.3		50.0		26.1		50.0		50.0		52.9	

TABLE VIII-b, con't.

	ATTICA Males, N=5 M	ATTICA Females, N=6 F	CLAY Males, N=66 M	CLAY Females, N=60 F	CLOVERDALE Males, N=6 M	CLOVERDALE Females, N=8 F	COVINGTON Males, N=12 M	COVINGTON Females, N=27 F	CRAWFORDSVILLE Males, N=45 M	CRAWFORDSVILLE Females, N=47 F	GREENCASTLE Males, N=24 M	GREENCASTLE Females, N=30 F	LEBANON Males, N=29 M	LEBANON Females, N=21 F	N. MONTGOMERY Males, N=19 M	N. MONTGOMERY Females, N=23 F	NORTH PUTNAM Males, N=6 M	NORTH PUTNAM Females, N=18 F
7. Receive a certificate or degree?																		
one year	--	--	1.5	6.7	16.7	--	16.7	3.7	6.7	8.5	--	6.7	6.9	9.5	--	13.0	33.3	5.6
two year	20.0	16.7	4.6	3.3	16.7	--	--	7.4	6.7	6.4	4.2	3.3	13.8	4.8	5.3	4.4	--	11.1
three year	20.0	--	1.5	3.3	--	--	--	3.7	--	4.3	--	--	--	--	--	8.7	--	5.6
four year	60.0	16.7	60.6	36.7	16.7	--	66.7	22.2	48.9	40.4	54.2	36.7	34.5	38.1	26.3	34.8	33.3	33.3
other	--	--	--	--	--	--	--	--	6.7	10.6	--	--	--	19.0	--	--	16.7	5.6
multi--omit	--	66.7	31.8	50.0	50.0	100	16.7	63.0	31.1	27.7	41.7	53.3	44.8	28.6	68.4	39.1	16.7	38.9
8. Interest in training program:																		
yes	40.0	66.7	40.9	41.7	33.3	37.5	58.3	33.3	55.6	36.2	16.7	33.3	62.1	23.8	57.9	43.5	16.7	22.2
no	60.0	16.7	53.0	51.7	50.0	62.5	41.7	66.7	37.8	59.6	66.7	63.3	31.0	76.2	42.1	52.2	66.7	72.2
omit	--	16.7	6.1	6.7	16.7	--	--	--	6.7	2.1	16.7	3.3	6.9	--	--	4.4	16.7	5.6
9. Willing to travel to an area school?																		
yes	40.0	83.3	31.8	36.7	33.3	25.0	50.0	33.3	53.3	25.5	16.7	23.3	37.9	14.3	47.4	39.1	16.7	22.2
no	--	--	19.7	8.3	--	25.0	41.7	3.7	2.2	14.9	12.5	20.0	17.2	9.5	5.3	4.4	--	--
omit	60.0	16.7	48.5	55.0	66.7	50.0	8.3	63.0	44.4	57.5	70.8	56.7	44.8	76.2	47.4	56.5	83.3	77.8
10. Type of classes preferred:																		
reg. vo./tech. day sch.	--	--	3.0	3.3	--	--	--	--	2.2	4.3	--	--	3.4	--	--	--	--	5.6
vo./tech. -- evening	20.0	33.3	15.2	11.7	16.7	25.0	16.7	14.8	13.3	6.4	4.2	10.0	20.7	4.8	26.3	30.4	--	--
comp. h.s. program	--	--	1.5	1.7	--	--	8.3	--	--	--	--	--	--	--	--	--	16.7	--
coop. sch.-work program	--	--	--	5.0	--	--	16.7	7.4	8.9	4.3	--	--	--	4.8	5.3	--	--	--
short term (2-6 weeks)	20.0	--	12.1	6.7	--	--	--	3.7	6.7	4.3	--	10.0	--	4.8	15.8	8.7	--	11.1
other	--	33.3	4.6	10.0	16.7	12.5	8.3	7.4	8.9	17.0	8.3	6.7	17.2	4.8	10.5	--	--	5.6
multi--omit	60.0	33.3	63.6	61.7	66.7	62.5	50.0	66.7	60.0	61.7	87.5	73.3	58.6	80.9	42.1	60.9	83.3	77.8

TABLE VIII-b, con't.

	ROCKVILLE Males, N=4		Females, N=12		S.E. FOUNTAIN Males, N=19		Females, N=35		S. MONTGOMERY Males, N=26		Females, N=28		SOUTH PUTNAM Males, N=1		Females, N=13		S. VERMILLION Males, N=30		Females, N=55		TURKEY RUN Males, N=11		Females, N=16		WARREN Males, N=23		Females, N=22		WESTERN BOONE Males, N=16		Females, N=17	
	M		F		M		F		M		F		M		F		M		F		M		F		M		F		M		F	
7. Receive a certificate or degree?																																
one year	--		--		10.5		8.6		--		14.3		--		15.4		3.3		10.9		45.5		--		13.0		9.1		12.5		5.9	
two year	--		16.7		--		--		3.9		3.6		--		--		10.0		9.1		--		--		13.0		9.1		6.2		5.9	
three year	--		--		5.3		2.9		--		--		--		--		--		1.8		18.2		6.2		--		--		6.2		--	
four year	50.0		--		21.1		22.9		46.2		25.0		100		30.8		36.7		23.6		27.3		25.0		30.4		13.6		37.5		17.7	
other	--		33.3		--		2.9		--		--		--		--		6.7		5.5		--		--		8.7		--		--		--	
multi -omit	50.0		50.0		63.2		62.8		50.0		57.1		--		53.9		43.3		47.3		9.1		68.8		34.8		68.2		37.5		70.6	
8. Interest in training program:																																
yes	25.0		25.0		36.8		31.4		53.9		21.4		--		23.1		60.0		30.9		36.4		18.8		43.5		36.4		50.0		29.4	
no	50.0		58.3		63.2		68.6		46.2		67.9		100		76.9		33.3		65.5		63.6		81.3		56.5		59.1		50.0		70.6	
omit	25.0		16.7		--		--		--		10.7		--		--		6.7		1.8		--		--		--		4.6		--		--	
9. Willing to travel to an area school?																																
yes	--		16.7		26.3		25.7		46.2		21.4		--		23.1		50.0		20.0		36.4		18.8		30.4		31.8		43.8		23.5	
no	--		8.3		26.3		8.6		19.2		14.3		--		--		10.0		10.9		9.1		12.5		13.0		18.2		6.2		29.4	
omit	100		75.0		47.4		65.7		34.6		64.3		100		76.9		40.0		67.3		54.5		68.8		56.5		50.0		50.0		47.1	
10. Type of classes preferred:																																
reg. vo./tech. day sch.	--		--		--		5.7		--		--		--		--		3.3		--		--		--		--		--		--		--	
vo./tech. -- evening	--		--		21.1		8.6		26.9		14.3		--		7.7		26.7		5.5		18.2		6.2		17.4		9.1		18.8		17.7	
comp. h.s. program	--		--		--		--		--		--		--		--		--		--		--		--		--		--		6.3		--	
coop. sch.-work program	--		8.3		5.3		--		3.9		--		--		--		--		1.8		--		6.2		4.4		4.6		--		--	
short term (2-6 weeks)	--		--		5.3		8.6		7.7		--		--		7.7		--		10.9		9.1		6.2		8.7		--		6.3		11.8	
other	--		--		5.3		--		15.4		7.1		--		7.7		20.0		7.3		9.1		6.2		8.7		--		6.3		5.9	
multi--omit	100		91.7		63.1		77.1		46.2		78.6		100		76.9		50.0		72.7		63.6		81.3		65.2		77.3		62.4		64.7	

SECTION IX

SCHOOL CORPORATION ENROLLMENTS, DROP-OUTS, AND STUDENTS ENTERING POST-SECONDARY EDUCATION PROGRAMS

CHART IX a

PARTICIPATING CORPORATIONS' SCHOOLS ENROLLING STUDENTS IN GRADES 9-12

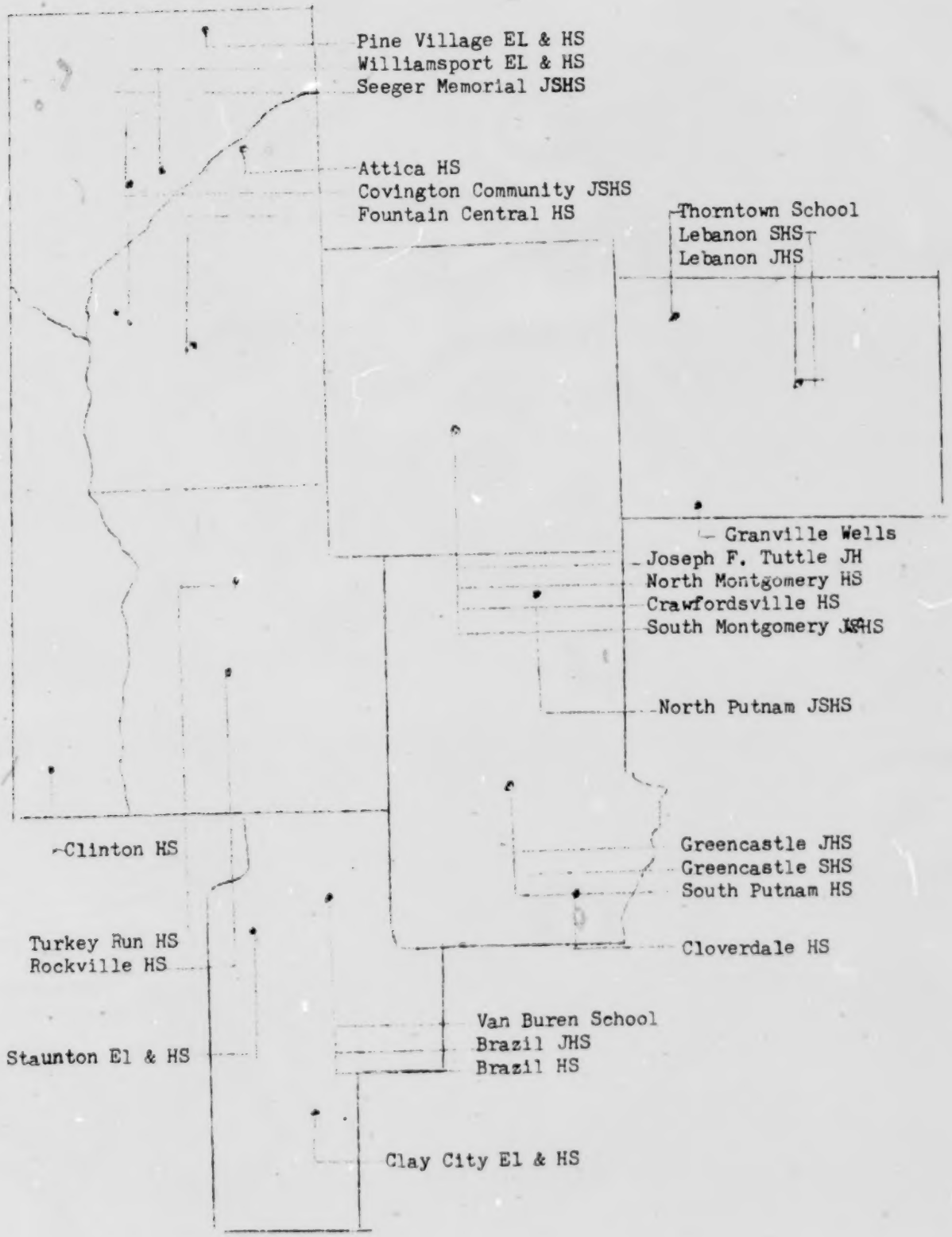


CHART IX-b

ROAD SYSTEM FOR THE EIGHT COUNTY AREA

Twenty-seven schools in the seventeen participating corporations enroll students in grades 9, 10, 11, and/or 12. These twenty-seven schools are located in all sectors of the eight county area (Chart IX-a).

The average daily attendance for all seventeen corporations combined approaches 35,000 students enrolled in grades 1-12. These numbers are comparable to the student population found in a large city such as South Bend. The population base itself then is ample for the development of all manner of special programs including programs of vocational-technical education. Unfortunately, from the standpoint of developing educational programs, the eight-county area over which that school population is dispersed covers more than three thousand square miles and accounts for slightly more than nine percent of the state's total area. For all practical purposes, however, public transportation between schools is nonexistent and the road system (Chart IX-b) interconnecting the various schools does not encourage the possibility of extensive daily student migrations involving any but contiguous districts.

Table IX-a through IX-q present historic and current enrollment data as well as projections of enrollments through the 1977-78 academic year. The projections are based on the ten-year enrollment history, where available, with the most recent three years weighted and with adjustments made for birth rates and major industrial or residential development where this information is available. It appears that a reduction of enrollments in some corporations will be balanced by increasing enrollments in other corporations so that the net effect will be for a relatively stable enrollment pattern for the coming five years when all corporations are combined. Short of a major disaster, it is unlikely the school populations will dramatically decrease during the 1973 to 1978 period. It is possible, however, that there are a number of "unforeseeable" conditions which could materialize and thereby prove these projections to be conservative. For example, every Chamber of Commerce representative interviewed by the study director indicated attempts were being made to attract various industries into the area served by their local organizations and there is land open for development in all of the participating school districts. If some of the more zealous of these efforts are successful and a major industry or industries do(es) locate

TABLE IX-a
ATTICA FALL ENROLLMENTS
1967-68 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1967-68 enrollments 1-8	As a % of 1967-68 enrollments 9-12
1977-78	753	331	71.2	92.5
1976-77	778	342	73.6	95.5
1975-76	805	353	76.2	98.6
1974-75	833	366	78.8	102.2
1973-74	861	378	81.5	105.6
1972-73	891	382	84.3	106.7
1971-72	924	356	87.4	99.4
1970-71	964	343	91.2	95.8
1969-70	1036	350	98.0	97.8
1968-69	1036	368	98.0	102.8
1967-68	1057	358		
1966-67	Data Incomplete			
1965-66				
1964-65				
1963-64				

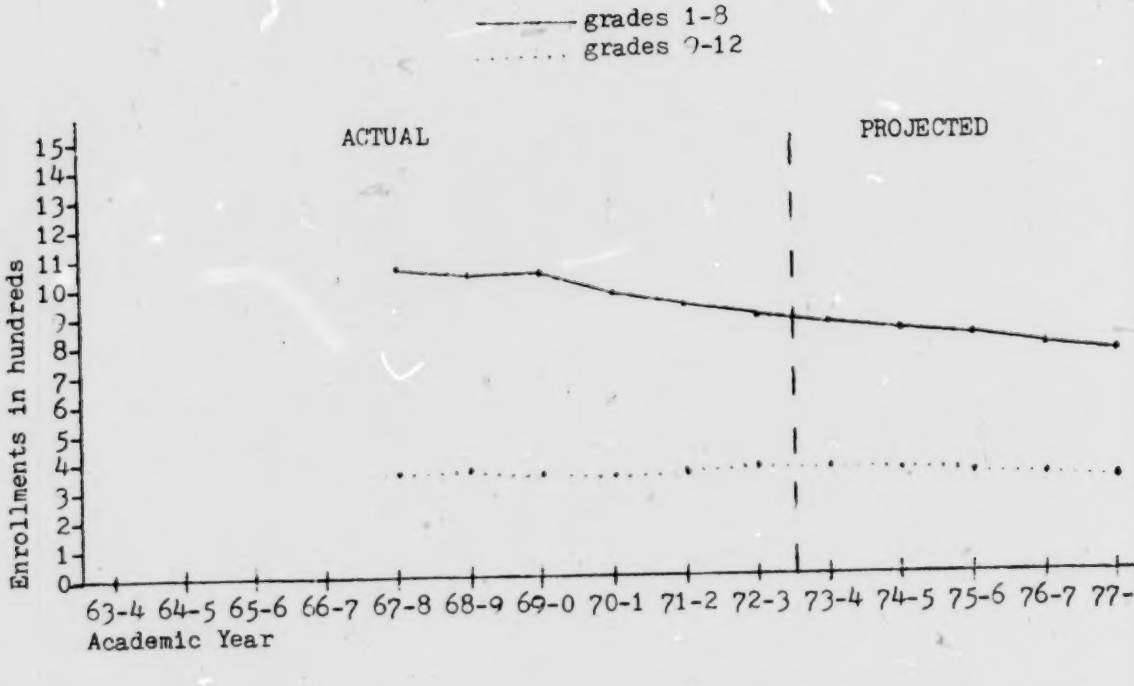


TABLE IX-b

CLAY COUNTY FALL ENROLLMENTS

1969-70 through 1972-73 ACTUALS for GRADES 1-8

1964-65 through 1972-73 ACTUALS for GRADES 9-12

1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 69-0 enrollments 1-8	As a % of 64-5 enrollments 9-12
1977-78	3453	1577	115.1	115.6
1976-77	3460	1580	115.3	115.8
1975-76	3467	1583	115.6	116.1
1974-75	3425	1580	114.2	115.8
1973-74	3382	1621	112.7	118.8
1972-73	3340	1601	111.3	117.4
1971-72	3271	1580	109.0	115.8
1970-71	3354	1545	111.8	113.3
1969-70	3000	1542		113.0
1968-69		1502		110.1
1967-68		1507		110.5
1966-67		1478		108.4
1965-66	Data	1495		109.6
1964-65		1364		
1963-64	Incomplete			

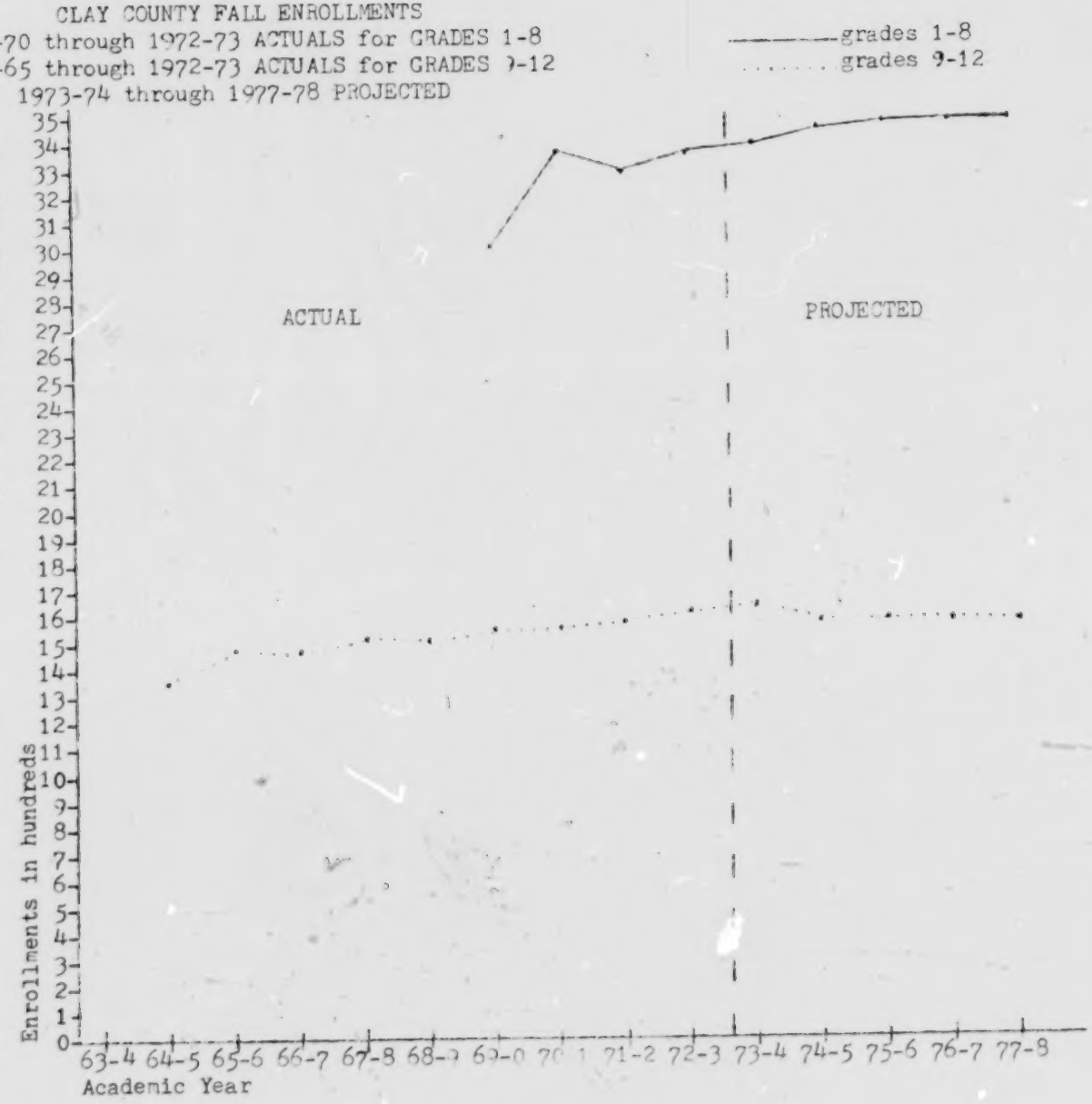


TABLE IX-c
CLOVERDALE FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	929	387	175.9	172.8
1976-77	887	369	168.0	164.7
1975-76	846	348	160.2	155.4
1974-75	807	328	152.8	146.4
1973-74	770	317	145.8	141.5
1972-73	735	302	139.2	134.8
1971-72	681	318	129.0	142.0
1970-71	666	277	126.1	123.7
1969-70	639	263	121.0	117.4
1968-69	633	241	119.9	107.6
1967-68	601	241	113.8	107.6
1966-67	584	223	110.6	99.6
1965-66	541	225	102.5	100.4
1964-65	560	224	106.1	100.0
1963-64	528	224		

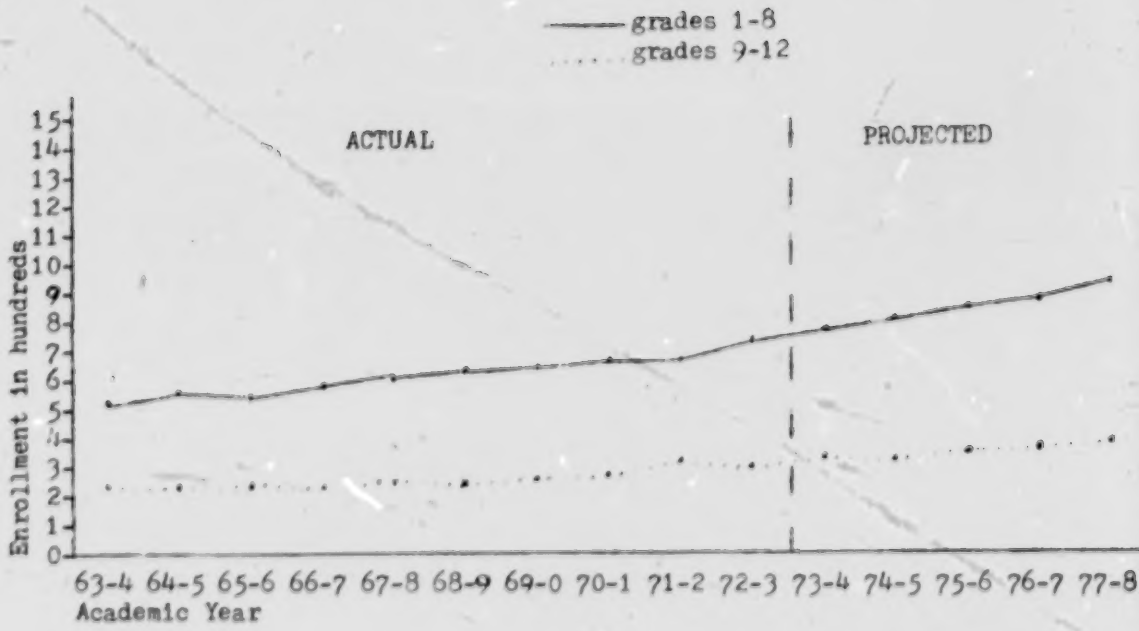


TABLE IX-d
COVINGTON FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	811	392	84.6	103.7
1976-77	820	396	85.5	104.8
1975-76	830	401	86.5	106.1
1974-75	841	406	87.7	107.4
1973-74	851	403	88.7	106.6
1972-73	861	400	89.8	105.8
1971-72	884	369	92.2	97.6
1970-71	912	383	95.1	101.3
1969-70	903	362	94.2	95.8
1968-69	888	369	92.6	97.6
1967-68	886	396	92.4	104.8
1966-67	891	364	92.9	96.3
1965-66	956	368	99.7	97.4
1964-65	937	404	97.7	106.9
1963-64	959	378		

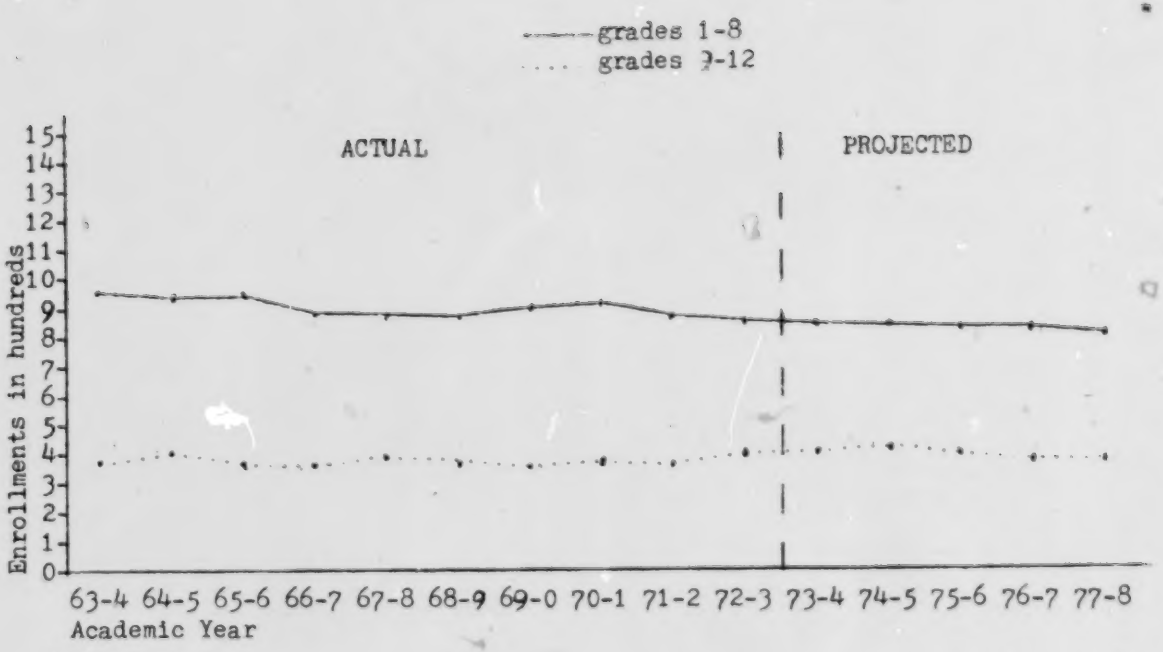


TABLE IX-e
CRAWFORDSVILLE FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	1736	1094	80.6	101.2
1976-77	1812	1116	84.2	103.2
1975-76	1892	1123	87.9	103.9
1974-75	1975	1130	91.7	104.5
1973-74	2015	1097	93.6	101.5
1972-73	2056	1065	95.5	98.5
1971-72	2149	1033	99.8	95.6
1970-71	2440	1272	113.3	117.7
1969-70	2385	1269	110.8	117.4
1968-69	2331	1263	108.3	116.8
1967-68	2367	1285	110.0	118.9
1966-67	2318	1314	107.7	121.6
1965-66	2368	1171	110.0	108.3
1964-65	2289	1155	106.3	106.8
1963-64	2153	1081		

North Montgomery and Southmont opened in 1971-72.

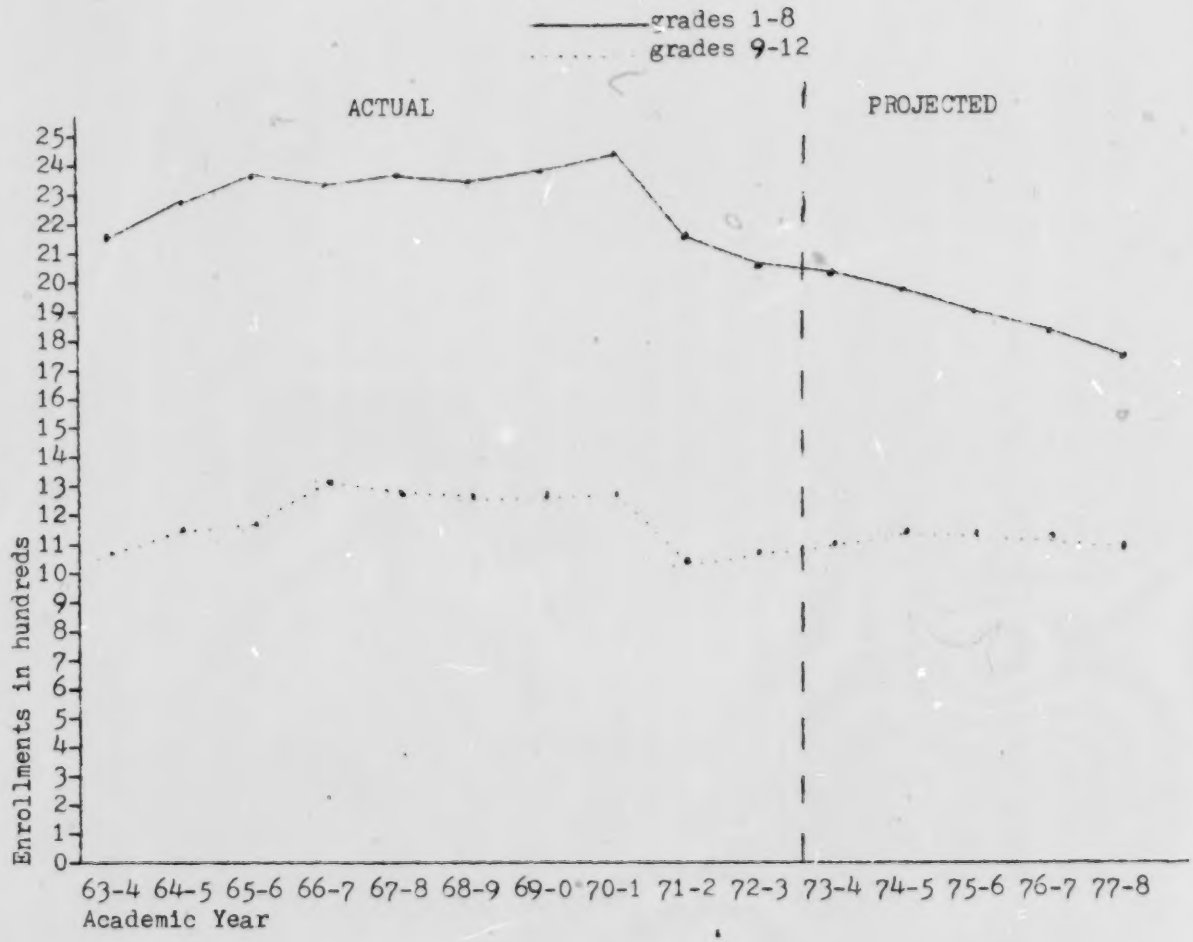


TABLE IX-f
GREENCASTLE FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	1455	749	93.3	112.3
1976-77	1462	753	93.7	112.9
1975-76	1469	757	94.2	113.5
1974-75	1477	761	94.7	114.1
1973-74	1484	765	95.1	114.7
1972-73	1492	769	95.6	115.3
1971-72	1552	711	99.5	106.6
1970-71	1625	716	104.2	107.3
1969-70	1660	780	106.4	116.9
1968-69	1691	747	108.4	112.0
1967-68	1724	736	110.5	110.3
1966-67	1675	716	107.4	107.3
1965-66	1639	695	105.1	104.2
1964-65	1565	687	100.3	103.0
1963-64	1560	667		

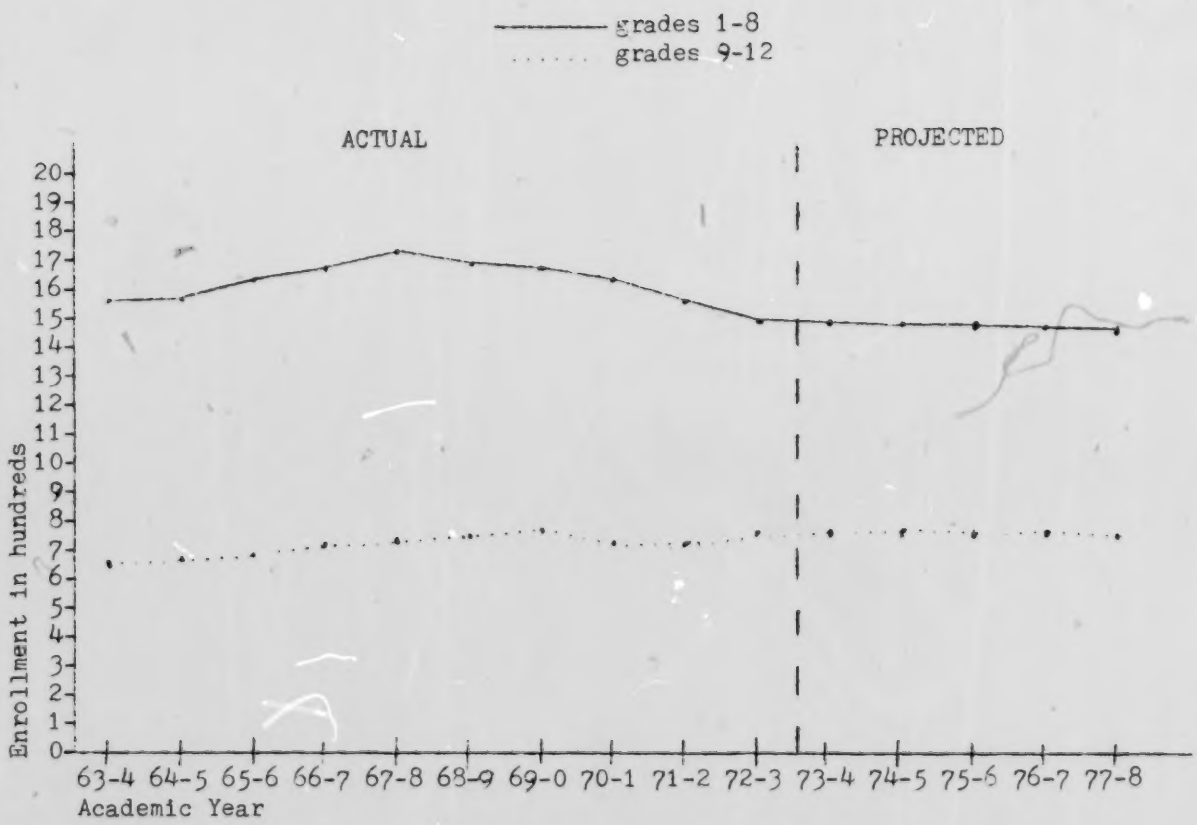


TABLE IX-g
LEBANON FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	1898	862	83.9	90.0
1976-77	1986	902	87.8	94.2
1975-76	2077	944	91.9	98.5
1974-75	2172	987	96.1	103.0
1973-74	2272	984	100.5	102.7
1972-73	2377	981	105.1	102.4
1971-72	2487	1052	110.0	109.8
1970-71	2600	1015	115.0	105.9
1969-70	2527	1017	111.8	106.2
1968-69	2333	988	103.2	103.1
1967-68	2275	951	100.6	99.3
1966-67	2260	959	100.0	100.1
1965-66	2347	987	103.8	103.0
1964-65	2271	1012	100.4	105.6
1963-64	2261	958		

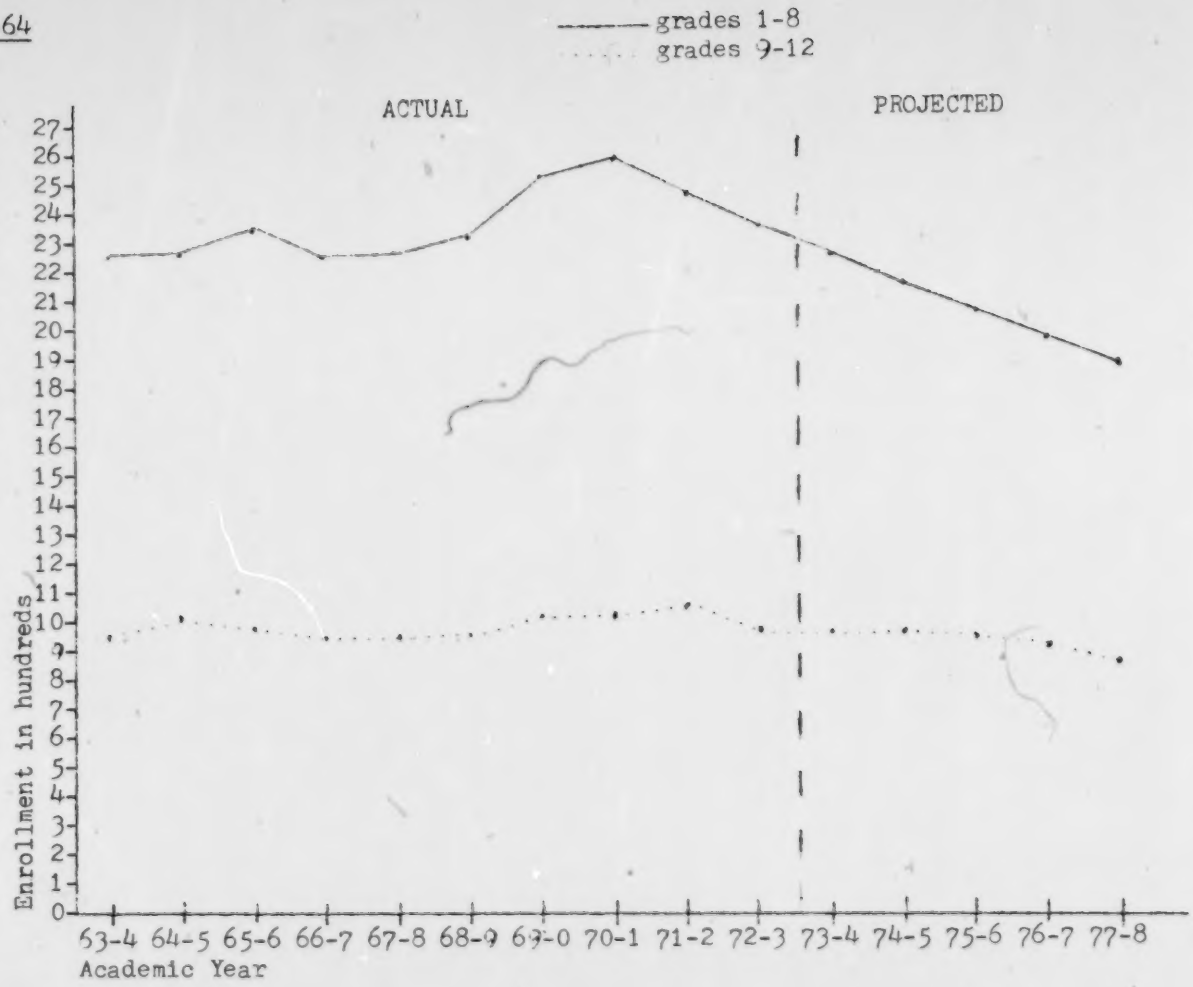


TABLE IX-h
NORTH MONTGOMERY FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	1816	821	110.5	175.4
1976-77	1806	817	109.9	174.6
1975-76	1796	812	109.3	173.5
1974-75	1787	807	108.7	172.4
1973-74	1777	803	108.1	171.6
1972-73	1767	797	107.5	170.7
1971-72	1837	818	111.7	174.8
1970-71	1779	547	108.2	116.9
1969-70	1729	561	105.2	119.9
1968-69	1738	534	105.7	114.1
1967-68	1728	497	105.1	106.2
1966-67	1630	495	99.2	105.8
1965-66	1604	498	97.6	106.4
1964-65	1614	481	98.2	102.8
1963-64	1644	468		

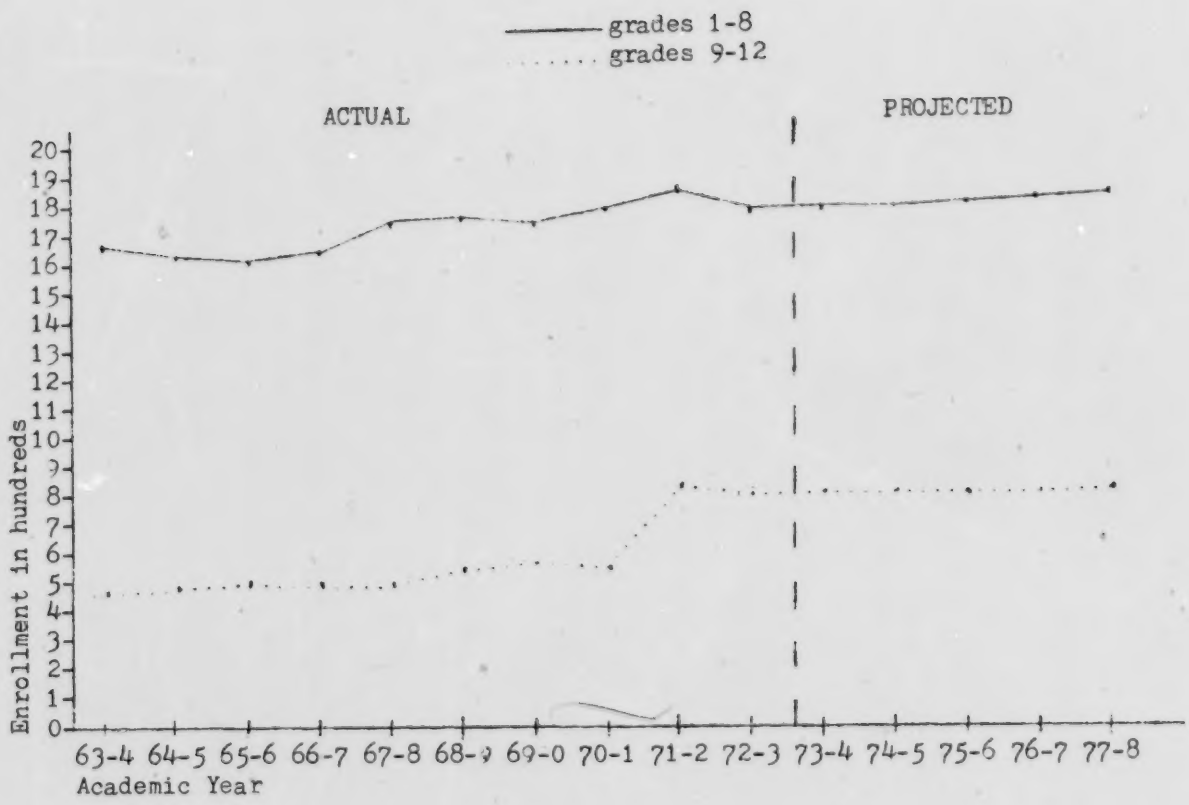


TABLE IX-1
NORTH PUTNAM FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	1256	626	126.2	170.1
1976-77	1232	614	123.8	166.8
1975-76	1208	602	121.4	163.6
1974-75	1185	590	119.1	160.3
1973-74	1162	561	116.8	152.4
1972-73	1139	533	114.5	144.8
1971-72	1142	508	114.8	138.0
1970-71	1125	475	113.1	129.1
1969-70	1082	449	108.7	122.0
1968-69	1081	432	108.6	117.4
1967-68	1034	422	103.9	114.7
1966-67	964	416	96.9	113.0
1965-66	974	411	97.9	111.7
1964-65	1027	401	103.2	100.0
1963-64	995	368		

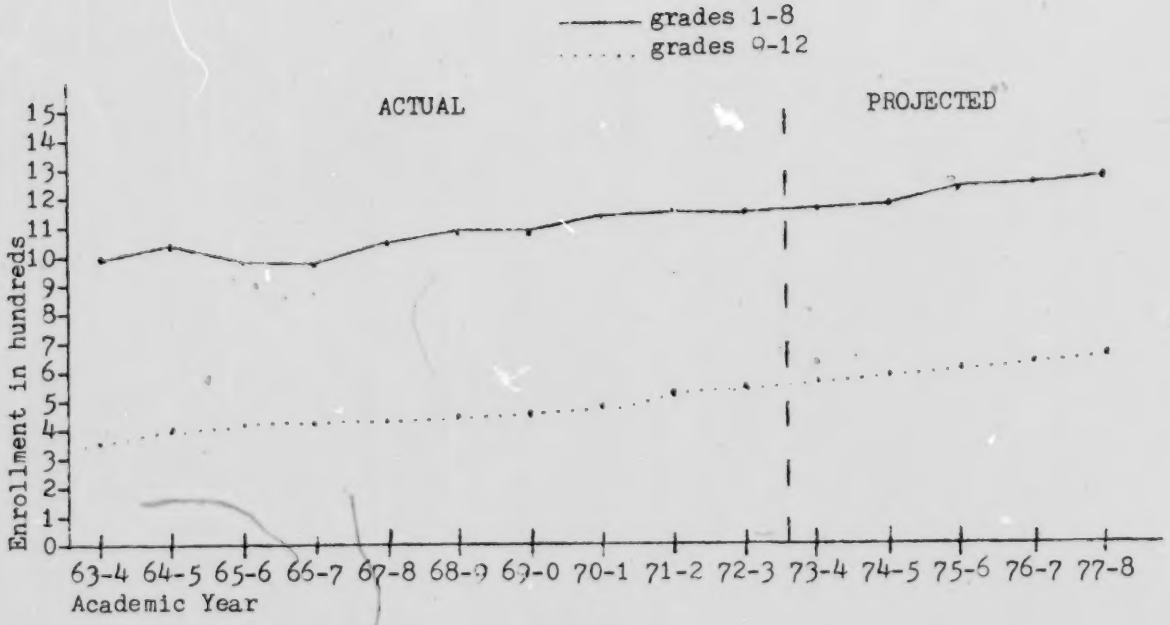


TABLE IX-j
ROCKVILLE FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	692	370	100.3	111.1
1976-77	694	371	100.6	111.4
1975-76	696	372	100.9	111.7
1974-75	698	372	101.2	111.7
1973-74	699	367	101.3	110.2
1972-73	701	361	101.6	108.4
1971-72	692	359	100.3	107.8
1970-71	722	358	104.6	107.5
1969-70	736	345	106.7	103.6
1968-69	710	314	102.9	94.3
1967-68	679	299	98.4	89.8
1966-67	672	300	97.4	90.1
1965-66	684	339	99.1	101.8
1964-65	688	330	99.7	99.1
1963-64	690	333		

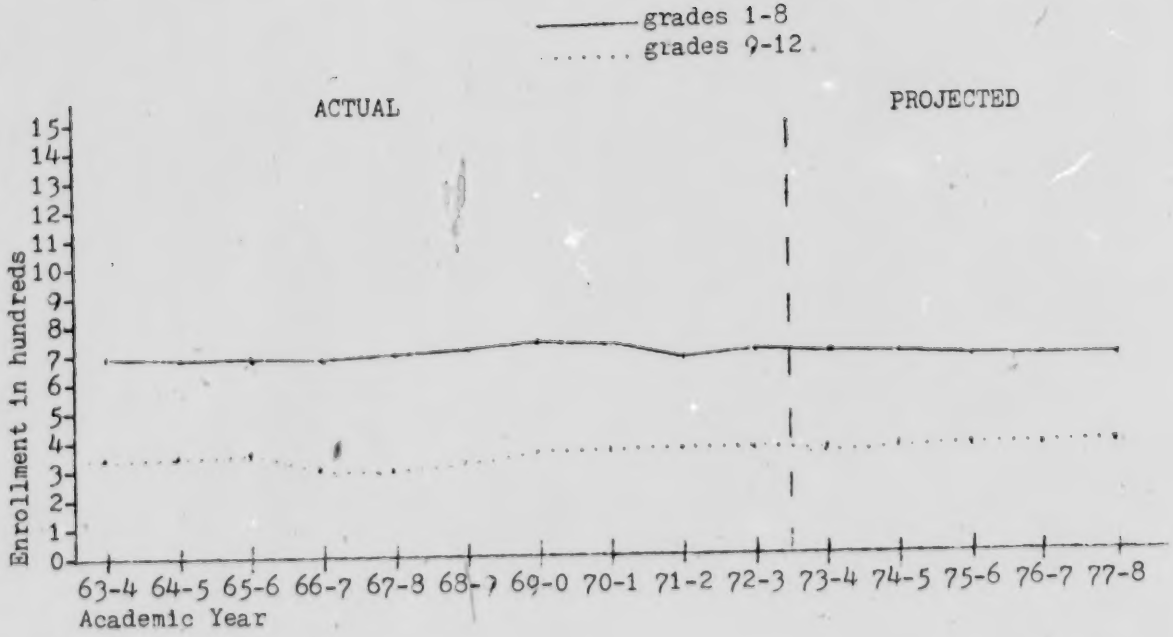


TABLE IX-k
SOUTHEAST FOUNTAIN FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	1240	556	106.0	111.2
1976-77	1243	553	106.2	110.6
1975-76	1246	549	106.5	109.8
1974-75	1248	546	106.7	109.2
1973-74	1240	542	106.0	108.4
1972-73	1232	539	105.3	107.8
1971-72	1218	549	104.1	109.8
1970-71	1238	543	105.8	108.6
1969-70	1232	531	105.3	106.2
1968-69	1230	526	105.1	105.2
1967-68	1238	504	105.8	100.8
1966-67	1227	510	104.9	102.0
1965-66	1180	517	100.9	103.4
1964-65	1177	487	100.6	97.4
1963-64	1170	500		

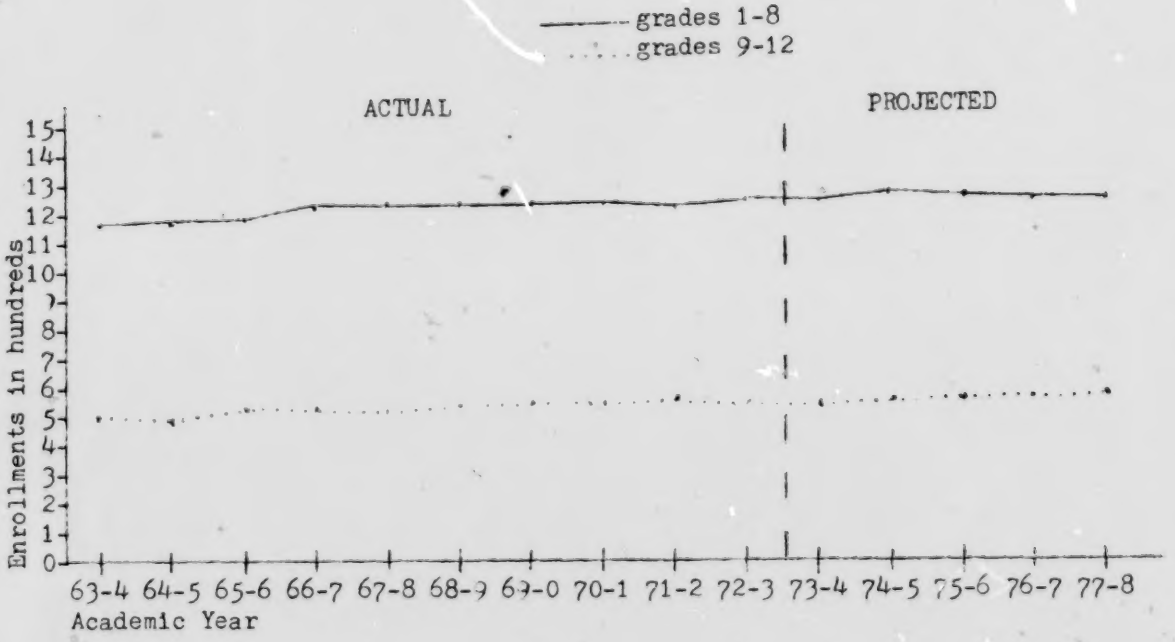


TABLE IX-1
SOUTH MONTGOMERY FALL ENROLLMENTS
1971-72 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1971-72 enrollments 1-8	As a % of 1971-72 enrollments 9-12
1977-78	1975	760	130.7	114.1
1976-77	1899	730	125.7	109.6
1975-76	1826	702	120.9	105.4
1974-75	1756	676	116.2	101.5
1973-74	1688	672	111.7	100.9
1972-73	1624	669	107.5	100.5
1971-72	1511	666		
1970-71	Data Incomplete			
1969-70				
1968-69				
1967-68				
1966-67				
1965-66				
1964-65				
1963-64				

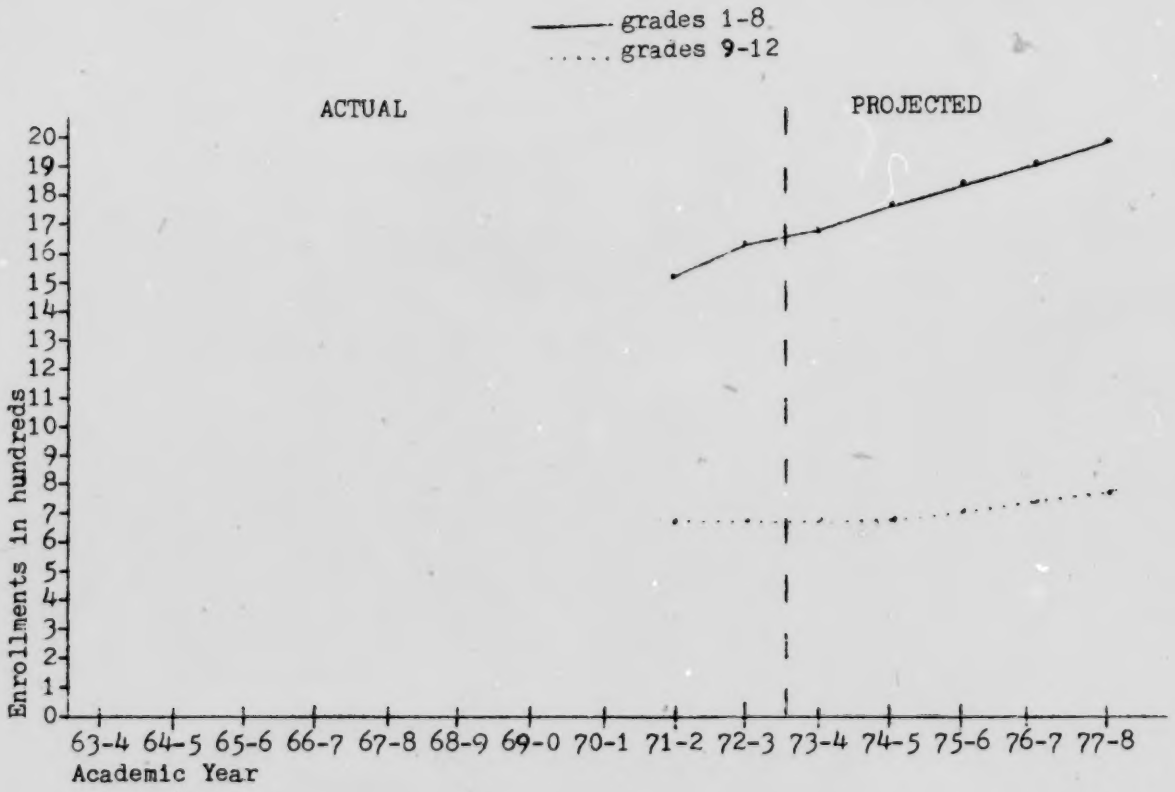


TABLE IX-m
SOUTH PUTNAM FALL ENROLLMENTS
1964-65 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1964-65 enrollments 1-8	9-12
1977-78	894	470	92.7	131.3
1976-77	893	467	92.6	130.4
1975-76	892	464	92.5	129.6
1974-75	891	461	92.4	128.8
1973-74	891	458	92.4	127.9
1972-73	890	455	92.3	127.1
1971-72	921	429	95.5	119.8
1970-71	911	369	94.5	103.1
1969-70	943	367	97.8	102.5
1968-69	907	362	94.1	101.1
1967-68	950	368	98.5	102.8
1966-67	833	361	86.4	100.8
1965-66	969	358	100.5	100.0
1964-65	964	358		
1963-64	Data Incomplete			

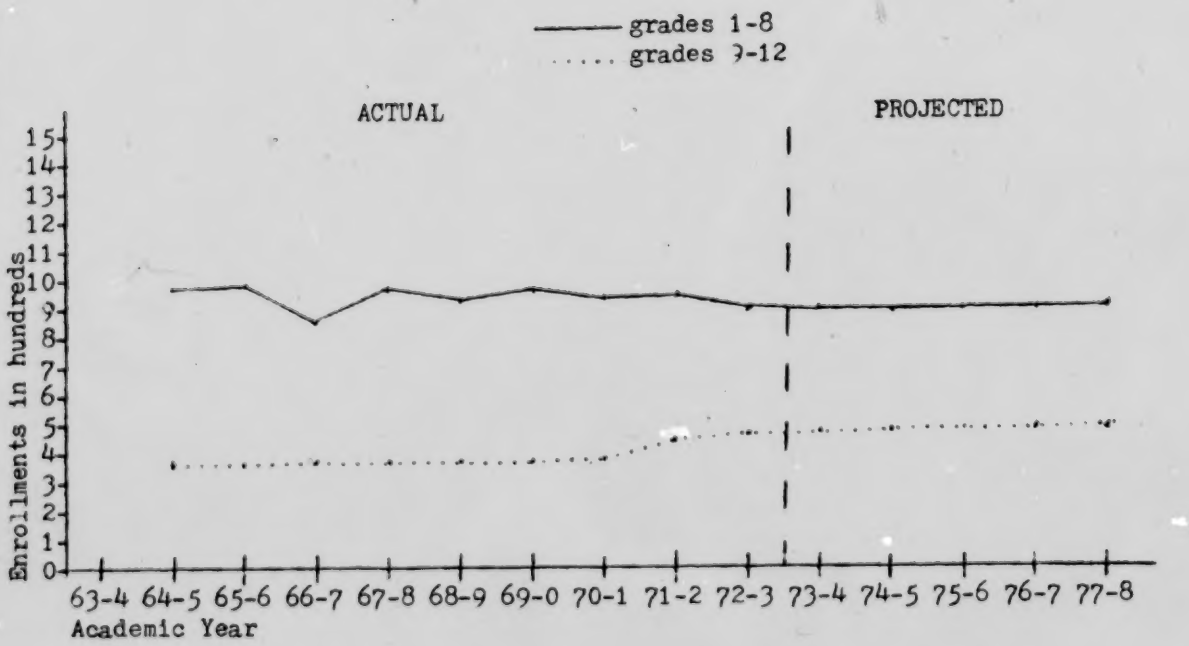


TABLE IX-n
SOUTH VERMILLION FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	As a % of 1963-64 enrollments 9-12
1977-78	1622	730	108.4	91.7
1976-77	1618	728	108.2	91.5
1975-76	1614	726	107.9	91.2
1974-75	1610	725	107.6	91.1
1973-74	1606	723	107.4	90.8
1972-73	1602	721	107.1	90.6
1971-72	1642	683	109.8	85.8
1970-71	1615	665	108.0	83.5
1969-70	1601	658	107.0	82.7
1968-69	1589	678	106.2	85.2
1967-68	1559	708	104.2	88.9
1966-67	1501	754	100.3	94.7
1965-66	1469	738	98.2	92.7
1964-65	1452	773	97.1	97.1
1963-64	1496	796		

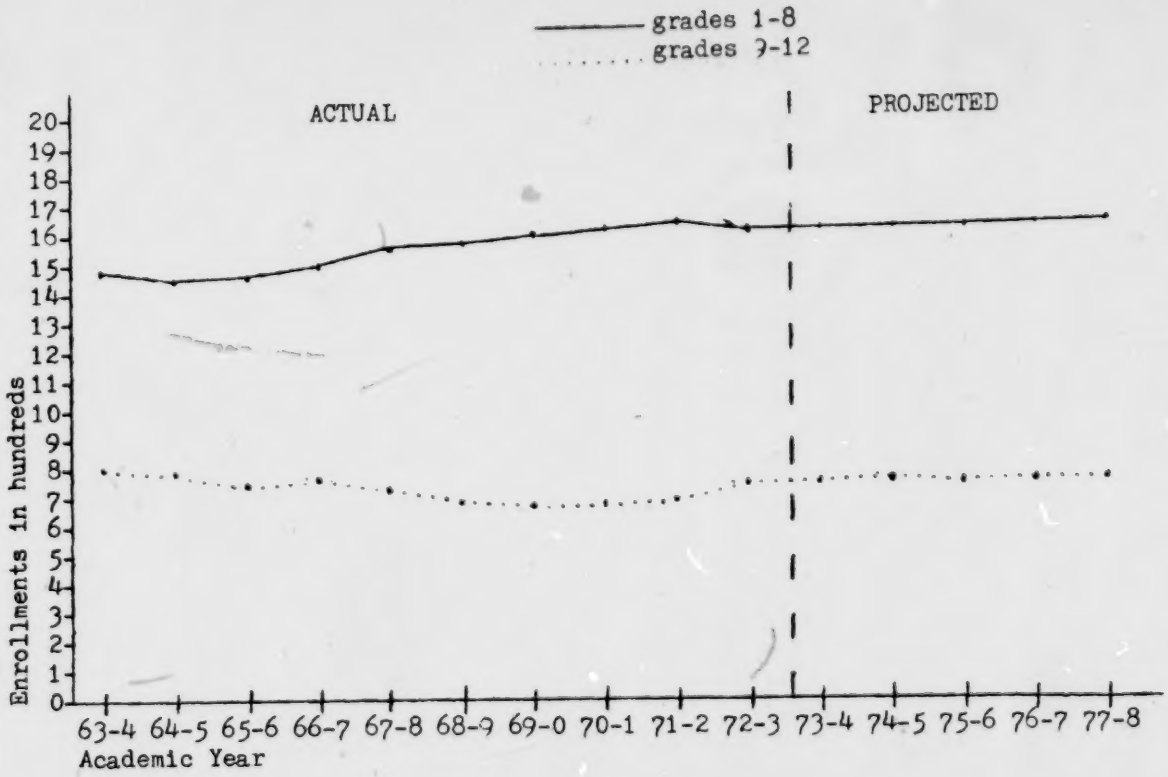


TABLE IX-o
TURKEY RUN FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	9-12
1977-78	542	277	83.8	101.8
1976-77	550	281	85.0	103.3
1975-76	558	285	86.2	104.8
1974-75	567	289	87.6	106.3
1973-74	575	293	88.9	107.7
1972-73	584	297	90.3	109.2
1971-72	627	291	96.9	107.0
1970-71	663	304	102.5	111.8
1969-70	615	310	95.1	114.0
1968-69	649	287	100.3	105.5
1967-68	638	283	98.6	104.0
1966-67	660	235	102.0	86.4
1965-66	614	251	94.9	92.3
1964-65	642	262	99.2	96.3
1963-64	647	272		

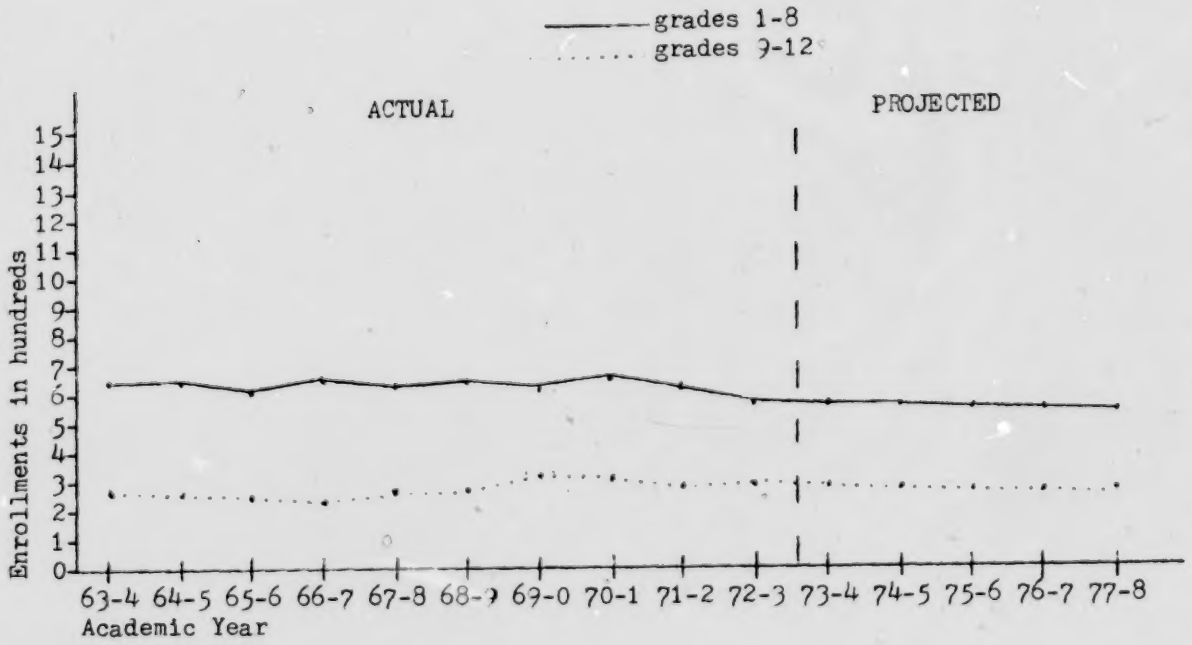


TABLE IX-p
WARREN COUNTY FALL ENROLLMENTS
1963-64 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1963-64 enrollments 1-8	As a % of 1963-64 enrollments 9-12
1977-78	1249	524	99.4	96.9
1976-77	1259	528	100.2	97.6
1975-76	1269	532	101.0	98.3
1974-75	1279	536	101.8	99.1
1973-74	1289	536	102.6	99.1
1972-73	1299	535	103.4	98.9
1971-72	1359	512	108.2	94.6
1970-71	1398	503	111.3	93.0
1969-70	1362	525	108.4	97.0
1968-69	1342	533	106.8	98.5
1967-68	1348	531	107.3	98.2
1966-67	1364	541	108.6	100.0
1965-66	1309	549	104.2	101.5
1964-65	1278	551	101.8	101.8
1963-64	1256	541		

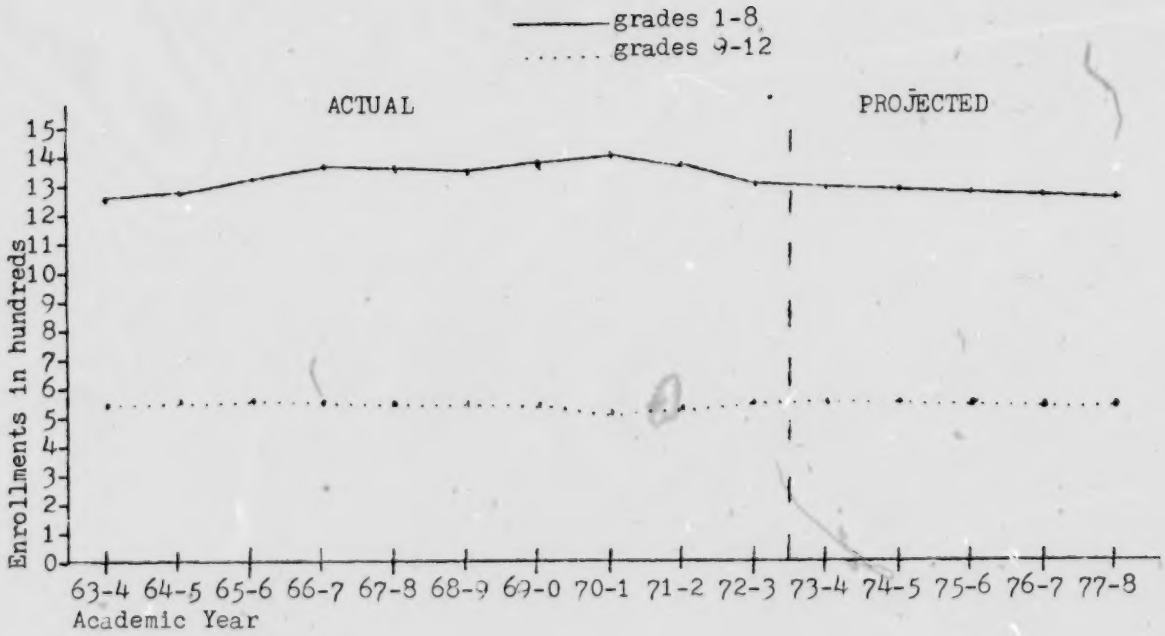
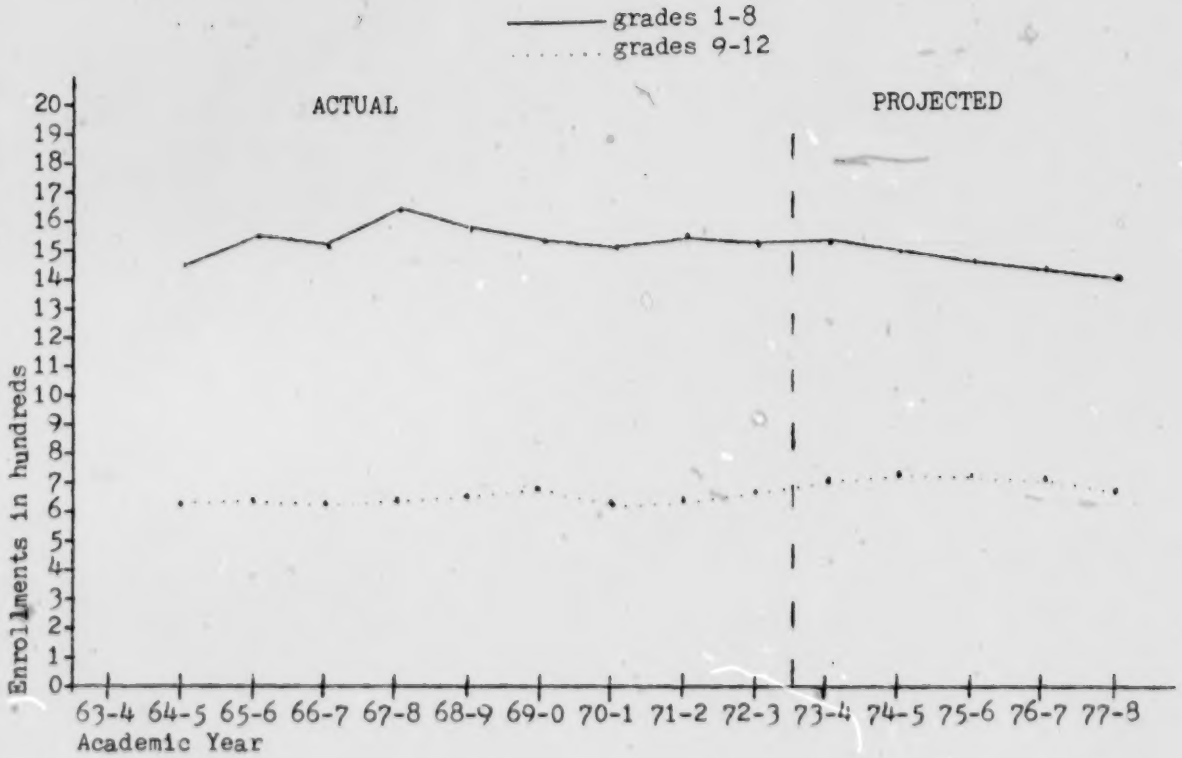


TABLE IX-q
WESTERN BOONE FALL ENROLLMENTS
1964-65 through 1972-73 ACTUALS
1973-74 through 1977-78 PROJECTED

School Year	Grades 1-8	Grades 9-12	As a % of 1964-65 enrollments 1-8	As a % of 1964-65 enrollments 9-12
1977-78	1414	691	96.5	113.5
1976-77	1445	706	98.6	115.9
1975-76	1478	722	100.8	118.6
1974-75	1510	717	103.0	117.7
1973-74	1543	701	105.3	115.1
1972-73	1533	685	104.6	112.5
1971-72	1565	638	106.8	104.8
1970-71	1514	620	103.3	101.8
1969-70	1536	681	104.8	111.8
1968-69	1586	641	108.2	105.3
1967-68	1646	626	112.3	102.8
1966-67	1512	619	103.1	101.6
1965-66	1552	627	105.9	103.0
1964-65	1466	609		
1963-64	Data Incomplete			



in one or more of these communities it could inflate the projected enrollments. The effect such new industries would have on enrollments, however, could range from slight to great depending on the size of the industry and whether it draws its employees from the considerable pool of unemployed in an area such as Clay County, from high school drop-outs and graduates entering the labor pool for the first time, from a commuting group drawn from outside of the communities, or from a labor pool from outside of the area and imported into the community by the employer. It is the last alternative which would have the greatest impact on school enrollments.

Another factor which could have a major impact on school enrollments is the fact that the areas served by the seventeen school corporations could easily become bedroom communities for one of four major metropolitan areas, Lafayette, Indianapolis, Terre Haute, and Danville (Illinois). Since land closer to these metropolitan areas is becoming scarcer and therefore more expensive, if there is a development and improvement of the secondary road system serving the area and/or as land costs become such that it is more profitable to subdivide land for housing which is currently committed to cultivation than it is to farm it, dramatic increases in school populations could be anticipated without concurrent dramatic increases in the tax base. Three of the communities involved in this study are already in the initial stages of being affected by this phenomenon. South Montgomery's Lake Holiday tract is inflating their enrollments (Table IX-1) and Cloverdale's Stardust Hills development is providing this corporation with the steepest growth curve of any of the participating corporations (Table IX-c). Although the growth prediction for the Lebanon schools (Table IX-g) varies in nature from that for Cloverdale and South Montgomery, it may well be the least accurate of the seventeen predictions because of the following circumstances. Since June, 1972, the City of Lebanon has annexed 800 acres, 500 of which are zoned residential and has plotted 523 lots, 112 of which are "earmarked" for mobile homes. In addition, 101 new single-family housing units were sold in 1972 with the school corporation predicting another 625 such units to be built and sold during the next five years.

Prior to the 1971-72 academic year a portion of the secondary students

from the North Montgomery (Table IX-h) and the South Montgomery (Table IX-1) school corporations were accommodated by the Crawfordsville Community Schools (Table IX-e). The North Montgomery and South Montgomery units both opened their new secondary facilities for the 1971-72 school year which is reflected on the tables through an increase in their enrollments and a decrease in the Crawfordsville enrollments for that school year.

Several of the corporations were unable to provide enrollment data for the ten-year period as requested. This means that those projections which are made on an incomplete data base should be interpreted with caution.

Secondary school students who drop out before graduation have been and are of concern to the professional educator. Drop-out data for the participating corporations were obtained by the schools completing one of two forms; one requested detailed information (Exhibit XII-Da) and the other required summary data only (Exhibit XII-Db). The available drop-out data for each district is summarized in Tables IX-r and IX-s. Six of the corporations were unable to provide complete data for the entire five year span and six districts were able to provide just summary data but only five districts were able to provide the detailed information required to complete Exhibit XII-Da.

The drop-out rates for the five year span from 1967-68 through 1971-72 in those eleven districts who provided complete information for grades 9-12 combined ranged from a low of 2.5% (Greencastle) to a high of 5.9% (South Vermillion). Drop-out rates, however, should be considered as providing an index of only one type of school drop-out. In addition to the physical drop-out, each school corporation has an undetermined number of young men and women in attendance who have dropped-out psychologically and who are merely putting in time, in nature not dissimilar to a convict serving a sentence, until they are "released." A review of the information concerning reasons for dropping out provided by the five corporations who furnished the detailed information seems to indicate that increased vocational-technical opportunities <u>per se</u> would not have much impact by way of any significant reduction in the drop-out rates. The most frequently noted reasons for female drop-outs, for example, are either pregnancy and/or marriage -- areas where vocational-

TABLE IX-r
MEAN HIGH SCHOOL DROP-OUTS
AS A PERCENT OF FALL ENROLLMENTS
for 1967-68 through 1971-72
by Grade and for Grades 9-12 Combined
by Corporation

Corporation	Grade 9	Grade 10	Grade 11	Grade 12	Grades 9-12 Combined
ATTICA	2.2	3.4	6.2	3.1	3.6
CLAY	*	*	*	*	*
CLOVERDALE	2.1	2.7	5.8	6.4	4.1
COVINGTON	3.0	3.9	3.7	3.8	3.6
CRAWFORDSVILLE	2.2	5.8	7.1	4.4	4.8
GREENCASTLE	0.8	3.1	2.7	3.6	2.5
LEBANON	4.0	7.3	5.9	5.0	5.6
NORTH MONTGOMERY	*	*	*	*	*
NORTH PUTNAM	*	*	*	*	*
ROCKVILLE	1.8	6.6	7.2	3.2	4.6
SOUTHEAST FOUNTAIN	1.9	2.6	3.6	3.6	2.9
SOUTH MONTGOMERY	*	*	*	*	*
SOUTH PUTNAM	*	*	*	*	*
SOUTH VERMILLION	5.7	8.4	6.9	2.4	5.9
TURKEY RUN	2.3	3.6	3.0	2.1	2.8
WARREN	2.1	3.2	5.6	3.3	3.5
WESTERN BOONE	*	*	*	*	*

*Data incomplete.

TABLE IX-s

HIGH SCHOOL DROP-OUTS as a PERCENT of FALL ENROLLMENTS

by Grade by Year by Corporation

	GRADE 9					GRADE 10					GRADE 11					GRADE 12				
Corporation	67-68	68-69	69-70	70-71	71-72	67-68	68-69	69-70	70-71	71-72	67-68	68-69	69-70	70-71	71-72	67-68	68-69	69-70	70-71	71-72
ATTICA	1.2	--	2.9	5.7	0.9	4.9	2.7	1.4	3.2	4.2	6.1	8.0	8.5	4.5	3.6	6.0	4.2	2.2	1.3	1.6
CLAY	*	4.4	3.3	3.2	3.7	*	4.6	5.4	3.1	1.3	*	4.0	1.9	4.0	3.1	*	2.0	1.9	2.2	2.3
CLOVERDALE	--	1.2	1.6	2.7	3.9	5.6	1.7	2.4	3.3	1.3	5.9	3.9	3.1	3.8	12.5	3.3	10.0	1.9	8.1	8.1
COVINGTON	2.0	3.1	1.1	2.7	6.5	3.1	3.1	3.2	2.2	7.6	6.9	4.5	1.1	1.1	4.7	3.1	7.4	--	1.1	7.0
CRAWFORDSVILLE	2.9	0.9	1.8	2.9	2.5	5.3	6.7	3.7	7.6	5.9	6.4	9.0	6.3	6.2	7.8	4.6	5.1	5.6	3.6	2.9
GREENCASTLE	1.0	0.5	--	1.7	1.0	3.1	1.0	2.1	5.1	4.2	3.4	3.9	2.0	2.3	2.2	6.0	3.6	5.2	1.8	1.2
LEBANON	3.1	3.7	4.0	6.2	3.2	5.7	7.4	5.5	8.3	9.4	5.8	6.9	6.2	6.4	4.2	9.3	6.0	1.4	2.6	6.1
NORTH MONTGOMERY	*	*	*	*	1.6	*	*	*	*	1.6	*	*	*	*	3.4	*	*	*	*	2.3
NORTH PUTNAM	*	*	1.7	2.3	3.7	*	*	1.7	3.3	4.0	*	*	5.6	1.8	1.7	*	*	6.4	2.8	2.9
ROCKVILLE	3.7	--	3.1	1.0	1.2	5.9	2.5	3.1	11.8	3.2	7.1	1.5	10.2	12.5	3.3	4.7	4.1	4.6	2.5	1.1
SOUTHEAST FOUNTAIN	0.8	2.8	3.2	2.1	0.7	2.2	3.9	2.3	2.0	2.8	3.8	3.1	4.7	0.8	5.5	2.8	5.6	5.8	--	4.0
SOUTH MONTGOMERY	*	*	*	*	2.7	*	*	*	*	4.3	*	*	*	*	3.3	*	*	*	*	4.1
SOUTH PUTNAM	*	*	2.0	4.0	2.2	*	*	7.1	5.4	2.0	9.1	*	7.0	3.3	6.5	6.7	*	2.4	3.5	3.4
SOUTH VERMILLION	5.3	7.0	8.4	4.3	4.0	7.2	15.9	4.5	8.2	7.3	7.0	8.3	9.3	4.2	6.2	1.6	2.4	4.0	0.8	3.4
TURKEY RUN	2.2	1.3	1.3	3.0	4.1	1.5	5.6	3.7	4.8	1.5	5.7	--	4.6	4.2	--	--	1.6	4.8	2.4	1.4
WARREN	0.7	1.4	3.0	2.0	3.2	3.8	1.4	4.9	3.0	2.8	5.3	5.7	3.7	8.7	4.8	2.5	1.6	2.6	7.4	3.3
WESTERN BOONE	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

*Data are either missing or incomplete.

technical education are apt to have minimal effect at best. The stated reasons for the male drop-outs most frequently inferred lack of family support and academic failure. In the latter case, vocational-technical opportunities should help reduce the drop-out rate. When, however, a student's failure in school is largely a manifestation of difficultues primarily outside of the school's sphere of direct influence, it is unlikely the school's efforts can anticipate having more than a minimal impact. The group on which improved vocational-technical education opportunities is likely to have the most positive impact is the psychological drop-outs. If this is indeed so, indicators of program success would be such as reductions in discipline problems and absenteeism as well as improved overall performance in non-vocational-technical courses for those individuals involved in the vocational-technical programs.

One measure of the success of a school corporation's programs is how effectively they train students for the next phase of their lives. For many students this next phase will involve additional education. Therefore, the extent to which graduates complete programs of post-secondary education that they enter can furnish an indicator of school effectiveness for that facet of the schools' programs.

As was true in the gathering of information on high school drop-outs, two forms were provided for schools to furnish data on post-secondary education for their graduates. The detailed form (Exhibit XII-Ea) attempted to assess the reasons why students did not complete programs they entered whereas the shorter alternate form (Exhibit XII-Eb) sought just the basic facts. Only three corporations were able to provide the more comprehensive data required for the completion of the detailed form and ten corporations were unable to provide complete information on the post-secondary education experiences of their graduates for the five year period spanning the academic years 1967-68 through 1971-72. Therefore, any observations which follow are made from an incomplete factual base and must be interpreted with that as a consideration. The available information concerning post-secondary education for the graduates of the participating school districts is summarized in Tables IX-t and IX-u.

For all reporting corporations a substantially higher percent of their graduates enter a four-year or more college program than all other programs of post-secondary education combined. Although the proporation

of graduates entering non-four-year-or-more post-secondary programs is smaller than the proportion entering four-year programs, the trend appears to be for a higher percent of the non-four-year-or-more-post-secondary-program group to complete their programs.

Knowledge of the facts concerning high school drop-outs and what happens to young men and women after they graduate is essential both for a realistic assessment of school programs and for the effective planning and revision of curriculum. When such facts are not available to a corporation, assessment and planning, of necessity, are done from an incomplete base and are likely less effective than could be true if the data base was more nearly complete. The pattern for the corporations involved in this study is to run an efficient operation and to keep the administrative services at a minimum. In general, this is a laudatory approach but a number of the corporations may wish to consider establishing procedures for obtaining follow-up information concerning graduates and drop-outs. Such procedures need not be elaborate or expensive and once established can be maintained by part-time clerical personnel or by reliable community volunteers.

TABLE IX-t
1968 GRADUATES ENTERING POST-SECONDARY EDUCATION
PERCENT OF THOSE ENTERING WHO COMPLETED PROGRAM
by Corporation

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE	LEBANON	NORTH MONTGOMERY	NORTH PUTNAM	ROCKVILLE	SOUTHEAST FOUNTAIN	SOUTH MONTGOMERY	SOUTH PUTNAM	SOUTH VERMILLION	TURKEY RUN	WARREN	WESTERN BOONE
Number of graduates in 1968	69	351	55	90	I	153	191	I	91	66	108	I	73	183	54	110	I
% of graduates entering:																	
4 yr. or more post-secondary program	26.1	33.9	20.0	27.8	I	37.3	40.8	I	I	51.5	37.0	I	32.9	44.8	33.3	35.5	I
other post-secondary program	8.7	11.4	14.5	14.4	I	8.5	16.2	I	I	9.1	9.3	I	13.7	12.0	18.5	9.1	I
% of graduates who entered completing*:																	
4 yr. or more post-secondary program	66.7	69.7	I	48.0	I	I	67.9	I	I	82.4	20.0	I	I	74.4	94.4	61.5	I
other post-secondary program	100.0	90.0	100.0	69.2	I	I	61.3	I	I	I	50.0	I	60.0	90.9	100.0	70.0	I

* or still enrolled.
I = Incomplete data.

TABLE IX-u

1968, 1969, 1970, 1971, 1972 GRADUATES ENTERING PROGRAMS OF POST-SECONDARY EDUCATION AS A PERCENT OF TOTAL GRADUATES AND THOSE COMPLETING PROGRAMS AS A PERCENT OF THOSE ENTERING

			FOUR YEAR (or more) PROGRAMS						ALL OTHER PROGRAMS		
	Year Graduated	# of Graduates	Entered Program	Dropped out after 1 yr.	2 yr.	3 yr.	4 yr.	Completed	Entered Program	Dropped Out	Completed
ATTICA	1968	69	26.1	27.8	--	5.6	--	66.7	8.7	--	100.0
	1969	81	29.6	12.5	8.3	4.2	*	*	4.9	--	100.0
	1970	87	I	I	I	*	*	*	10.3	11.1	88.9
	1971	74	37.8	10.7	*	*	*	*	6.8	--	100.0
	1972	60	23.3	*	*	*	*	*	3.3	*	*
CLAY	1968	351	33.9	7.6	15.1	7.6	--	69.7	11.4	10.0	90.0
	1969	338	34.9	9.3	18.6	7.6	*	*	10.7	11.1	88.9
	1970	366	33.3	11.5	15.6	*	*	*	15.0	9.1	90.9
	1971	357	34.2	11.5	*	*	*	*	9.0	*	*
	1972	336	37.8	*	*	*	*	*	9.5	*	*
CLOVERDALE	1968	55	20.0	27.3	--	--	--	I	14.5	--	100.0
	1969	50	28.0	14.3	--	--	*	*	6.0	--	100.0
	1970	42	33.3	21.4	7.1	*	*	*	9.5	--	100.0
	1971	60	20.0	8.3	*	*	*	*	11.7	14.3	85.7
	1972	64	25.0	*	*	*	*	*	7.8	*	*

I = Incomplete data.

* Due to year of graduation, number of yeers completed not possible.

TABLE IX-u con't.

	Year Graduated	# of Graduates	FOUR YEAR(or more) PROGRAMS: Entered Program	Dropped out after 1 yr.	2 yr.	3 yr.	4 yr.	Completed	ALL OTHER PROGRAMS: Entered Program	Dropped Out	Completed
COVINGTON	1968	90	27.8	28.0	20.0	4.0	--	48.0	14.4	30.8	69.2
	1969	84	48.8	29.3	9.8	--	*	*	3.6	--	100.0
	1970	87	28.7	32.0	8.0	*	*	*	2.3	--	100.0
	1971	87	29.9	23.1	7.7	*	*	*	9.2	25.0	*
	1972	85	29.4	8.0	*	*	*	*	11 8	*	*
CRAWFORDSVILLE	1968	I	I	I	I	I	I	I	I	I	I
	1969	I	I	I	I	I	*	*	I	I	I
	1970	I	I	I	I	*	*	*	I	I	I
	1971	I	I	I	*	*	*	*	I	*	*
	1972	243	39.1	*	*	*	*	*	5.8	*	*
GREENCASTLE	1968	153	37.3	I	I	I	I	I	8.5	I	I
	1969	158	42.4	I	I	I	*	*	6.3	I	I
	1970	157	35.7	I	I	*	*	*	5.1	I	I
	1971	171	42.1	I	*	*	*	*	4.1	*	*
	1972	166	38.6	*	*	*	*	*	9.0	*	*
LEBANON	1968	191	40.8	15.4	7.7	9.0	--	67.9	16.2	38.7	61.3
	1969	224	42.0	23.4	17.0	--	*	*	15.2	29.4	70.6
	1970	206	39.3	18.5	3.7	*	*	*	20.9	37.2	62.8
	1971	206	34.5	15.5	*	*	*	*	12.1	36.0	64.0
	1972	220	42.7	*	*	*	*	*	11.4	*	*

I = Incomplete data.

* Due to year of graduation, number of years completed not possible.

TABLE IX-u, con't.

	Year Graduated	# of Graduates	FOUR YEAR (or more) PROGRAMS: Entered Program	Dropped out after 1 yr.	2 yr.	3 yr.	4 yr.	Completed	ALL OTHER PROGRAMS: Entered Program	Dropped Out	Completed
NORTH MONTGOMERY	1968	I	I	I	I	I	I	I	I	I	I
	1969	I	I	I	I	I	*	*	I	I	I
	1970	I	I	I	I	*	*	*	I	I	I
	1971	I	I	I	*	*	*	*	I	*	*
	1972	175	32.0	*	*	*	*	*	17.1	6.7	*
NORTH PUTNAM	1968	91	I	I	I	I	I	I	I	I	I
	1969	94	I	I	I	I	*	*	I	I	I
	1970	102	39.2	15.0	5.0	*	*	*	2.0	100.0	--
	1971	105	31.4	21.2	*	*	*	*	4.8	40.0	60.0
	1972	102	29.4	*	*	*	*	*	4.9	*	*
ROCKVILLE	1968	66	51.5	I	I	I	I	82.4	9.1	I	I
	1969	75	46.7	I	I	I	*	*	5.3	I	I
	1970	69	47.8	I	I	*	*	*	1.5	I	I
	1971	84	44.1	I	*	*	*	*	7.1	*	*
	1972	90	48.9	*	*	*	*	*	3.3	*	*
SOUTHEAST FOUNTAIN	1968	108	37.0	50.0	25.0	5.0	--	20 0	9.3	50.0	50.0
	1969	126	39.7	50.0	24.0	--	*	*	11.9	53.3	46.7
	1970	121	39.7	47.9	--	*	*	*	11.6	50.0	50 0
	1971	124	39.5	40.8	*	*	*	*	13 7	47.1	52 9
	1972	125	40 0	*	*	*	*	*	12.0	*	*

I = Incomplete data.
* Due to year of graduation, number of years completed not possible.

TABLE IX-u, con't.

	Year Graduated	# of Graduates	FOUR YEAR (or more) PROGRAMS: Entered Program	Dropped out after 1 yr.	2 yr.	3 yr.	4 yr.	Completed	ALL OTHER PROGRAMS: Entered Program	Dropped Out	Completed
SOUTH MONTGOMERY	1968	I	I	I	I	I	I	I	I	I	I
	1969	I	I	I	I	I	*	*	I	I	I
	1970	I	I	I	I	*	*	*	I	I	I
	1971	I	I	I	*	*	*	*	I	*	*
	1972	140	31.4	13.6	*	*	*	*	10.0	*	*
SOUTH PUTNAM	1968	73	32.9	I	I	I	I	I	13.7	40.0	60.0
	1969	74	17.6	I	I	I	*	*	I	I	I
	1970	78	26.9	42.9	I	*	*	*	15.4	16.7	83 3
	1971	77	28.6	4.5	*	*	*	*	15.6	8.3	91.7
	1972	82	30.5	*	*	*	*	*	11.0	*	*
SOUTH VERMILLION	1968	183	44.8	13.4	7.3	4.9	--	74.4	12.0	9.1	90.9
	1969	162	37.7	14.8	6.6	8.2	*	*	13.0	--	100.0
	1970	148	40.5	16.7	5.0	*	*	*	11.5	5.9	94.1
	1971	129	30.2	15.4	*	*	*	*	7.0	11.1	88.9
	1972	172	36.6	*	*	*	*	*	8.1	7.1	*
TURKEY RUN	1968	54	33.3	--	--	5.6	--	94.4	18.5	--	100.0
	1969	62	32.3	15.0	--	--	*	*	22.6	21.4	78.6
	1970	60	16.7	20.0	10.0	*	*	*	21.7	23.1	76.9
	1971	82	26.8	40.9	*	*	*	*	20.7	35.3	*
	1972	70	21.4	*	*	*	*	*	11.4	*	*

I = Incomplete data.
* Due to year of graduation, number of years completed not possible

TABLE IX-u, con't.

	Year Graduated	# of Graduates	FOUR YEAR (or more) PROGRAMS: Entered Program	Dropped out after 1 yr.	2 yr.	3 yr.	4 yr.	Completed	ALL OTHER PROGRAMS: Entered Program	Dropped Out	Completed
WARREN	1968	110	35.5	I	I	I	I	I	9.1	30.0	70.0
	1969	121	27.3	I	I	I	*	*	15.7	5.3	94.7
	1970	110	28.2	I	I	*	*	*	16.4	27.8	72.2
	1971	119	33.6	10.0	*	*	*	*	14.3	17.6	82.4
	1972	107	28.0	*	*	*	*	*	8.4	11.1	*
WESTERN BOONE	1968	I	I	I	I	I	I	I	I	I	I
	1969	I	I	I	I	I	*	*	I	I	I
	1970	I	I	I	I	*	*	*	I	I	I
	1971	I	I	I	*	*	*	*	I	*	*
	1972	I	I	*	*	*	*	*	I	*	*

I = Incomplete data.
* Due to year of graduation, number of years completed not possible.

SECTION X

CORPORATION FINANCIAL CHARACTERISTICS

Based on data for the current school year, the total adjusted assessed valuation (AAV) for all participating corporations combined is in excess of 383 million dollars. The AAV for individual districts ranges from $7,393,057 (Cloverdale) to $37,114,841 (Clay County) with the median falling at $23,603,950 (Warren County). The average daily attendance (ADA) for all corporations combined is 34,830 in grades 1-12. The ADA span is from 852 (Turkey Run) to 4,838 (Clay County) with a median of 1,854 (Warren County).

The AAV per pupil in ADA varies from $7,224 (Cloverdale) to $14,336 (South Vermillion) with the median at $11,840 (Covington).

Two of the seventeen participating corporations (South Putnam and Turkey Run) levy the maximum general fund rate ($4.95 adjusted) but all of the other districts are below the general fund rate ceiling. Fourteen of the corporations have debt service rates ranging from $.01 (South Vermillion) to $1.20 (South Putnam). Thirteen of the corporations have cumulative building funds with rates from $.25 (Crawfordsville and North Montgomery) to $1.00 (Attica, Southeast Fountain, and Western Boone) but none is at the $1.25 maximum.

While there is a wide variation in the financial commitments of the participating corporations, in most cases it appears that, if given a high enough priority by the local school boards, some additional funding could be found to commit to expanded vocational-technical education opportunities. It must be acknowledged, however, that this observation is made on the basis of the current academic year. There are at least two circumstances which must make any financial commitments on the part of the corporations tenuous. The inflationary cycle with its spiraling costs for goods, services, and salaries which is currently felt by every segment of the American society is particularly disastrous for school financial planning where funding must be accomplished within changing guidelines that local school boards and administrators frequently have only an indirect voice in determining. Not unassociated with the inflationary spiral is the uncertainty generated by the tax deliberations being carried on in the state legislature at the time of this writing. Until schoolmen have some firm indication as to the "ground rules" under which they must finance their operations, it is unlikely they will be willing to make substantial dollar commitments to new or expanded programs not specifically mandated by state law. Therefore, the actions or lack of actions of the current and subsequent legislatures will have more affect on the ability and willingness of the schools to commit funds to the most worthwhile programs than will the descriptions of current finances contained in Table X-a.

TABLE X-a

1971-72 and 1972-73 AVERAGE DAILY ATTENDANCE (ADA) and
1971-72 and 1972-73 CORPORATION FINANCIAL CHARACTERISTICS by Corporation

	ATTICA	CLAY	CLOVERDALE	COVINGTON	CRAWFORDSVILLE	GREENCASTLE
1. ADJUSTED Assessed Valuation 1972 Budget (in dollars)	13,743,470	36,124,035	6,270,270	13,051,750	36,806,206	26,170,080
2. Average Daily Attendance (1-12) 1971-72	1,279	4,853	990	1,244	3,168	2,274
3. ADJUSTED Assessed Valuation per ADA 1971-72 (in dollars)	10,748	7,444	6,340	10,473	11,618	11,507
SCHOOL TAX RATES 1972 BUDGET						
4. General Fund (in dollars)	4.38	4.53	4.62	4.26	4.10	4.69
5. Debt Service (in dollars)	--	.16	.41	.83	.18	.76
6. Cumulative Building (in dollars)	1.00	.50	.75	--	.25	.40
7. TOTAL (in dollars)	5.38	5.19	5.78	5.09	4.53	5.85
8. General Fund Rate Ceiling ($4.95 adjusted) 1972 Budget (in dollars)	4.95	4.95	4.95	4.95	4.69	4.69
9. ADJUSTED Assessed Valuation 1973 Budget (in dollars)	16,022,782	37,114,841	7,393,057	15,112,222	36,581,132	26,631,150
10. Average Daily Attendance (1-12) 1972-73	1,268	4,838	1,023	1,276	3,127	2,195
11. ADJUSTED Assessed Valuation per ADA 1972-73 (in dollars)	12,623	7,672	7,224	11,840	11,698	12,132
SCHOOL TAX RATES 1973 BUDGET						
12. General Fund (in dollars)	4.50	4.58	4.50	4.60	4.50	4.45
13. Debt Service (in dollars)	--	.15	.50	.83	.24	.75
14. Cumulative Building (in dollars)	1.00	.50	.75	--	.25	.40
15. TOTAL (in dollars)	5.50	5.23	5.75	5.43	4.99	5.60
16. General Fund Rate Ceiling ($4.95 adjusted) 1973 Budget (in dollars)	5.78	5.73	5.46	5.66	4.60	4.95

TABLE X-a, con't.

1971-72 and 1972-73 AVERAGE DAILY ATTENDANCE (ADA) and
1971-72 and 1972-73 CORPORATION FINANCIAL CHARACTERISTICS by Corporation

	LEBANON	NORTH MONTGOMERY	NORTH PUTNAM	ROCKVILLE	SOUTHEAST FOUNTAIN	SOUTH MONTGOMERY
1. ADJUSTED Assessed Valuation 1972 Budget (in dollars)	28,150,215	29,396,600	15,267,370	9,288,220	17,735,930	22,961,946
2. Average Daily Attendance (1-12) 1971-72	3,469	2,599	1,632	1,021	1,691	2,233
3. ADJUSTED Assessed Valuation per ADA 1971-72 (in dollars)	8,116	11,310	9,358	10,000	10,488	10,283
SCHOOL TAX RATES 1972 BUDGET						
4. General Fund (in dollars)	4.59	4.26	4.00	3.97	4.00	4.42
5. Debt Service (in dollars)	.80	1.00	1.13	.16	.43	.96
6. Cumulative Building (in dollars)	.75	.25	--	--	1.00	.75
7. TOTAL (in dollars)	6.14	5.51	5.13	4.13	5.43	6.13
8. General Fund Rate Ceiling ($4.95 adjusted) 1972 Budget (in dollars)	4.78	4.62	4.69	4.95	4.95	4.59
9. ADJUSTED Assessed Valuation 1973 Budget (in dollars)	29,231,569	32,953,090	20,326,920	9,813,925	22,660,648	24,939,750
10. Average Daily Attendance (1-12) 1972-73	3,395	2,570	1,644	1,050	1,723	2,302
11. ADJUSTED Assessed Valuation per ADA 1972-73 (in dollars)	8,611	12,822	12,363	10,458	13,151	10,833
SCHOOL TAX RATES 1973 BUDGET						
12. General Fund (in dollars)	4.65	4.40	4.40	4.30	4.77	4.72
13. Debt Service (in dollars)	.84	1.05	1.00	.18	.40	.84
14. Cumulative Building (in dollars)	.75	.25	--	--	1.00	.75
15. TOTAL (in dollars)	6.24	5.70	5.40	4.48	6.17	6.31
16. General Fund Rate Ceiling ($4.95 adjusted) 1973 Budget (in dollars)	4.71	4.95	5.60	4.95	6.24	4.95

TABLE X-a, con't.

1971-72 and 1972-73 AVERAGE DAILY ATTENDANCE (ADA) and

1971-72 and 1972-73 CORPORATION FINANCIAL CHARACTERISTICS by Corporation

	SOUTH PUTNAM	SOUTH VERMILLION	TURKEY RUN	MSD of WARREN COUNTY * WARREN CENTRAL	MSD of WARREN COUNTY * WARREN COMMUNITY	WESTERN BOONE
1. ADJUSTED Assessed Valuation 1972 Budget (in dollars)	10,680,532	26,022,492	9,841,890	23,482,867		21,301,145
2. Average Daily Attendance (1-12) 1971-72	1,300	2,322	897	1,854		2,174
3. ADJUSTED Assessed Valuation per ADA 1971-72 (in dollars)	8,217	11,197	10,970	12,665		9,798
SCHOOL TAX RATES 1972 BUDGET						
4. General Fund (in dollars)	4.69	3.63	4.79	5.47	4.99	4.57
5. Debt Service (in dollars)	1.09	--	.16	.60	--	--
6. Cumulative Building (in dollars)	.85	.75	--	--	.75	1.00
7. TOTAL (in dollars)	6.63	4.38	4.95	6.07	5.74	5.57
8. General Fund Rate Ceiling ($4.95 adjusted) 1972 Budget (in dollars)	4.69	5.39	4.95	I	I	4.69
9. ADJUSTED Assessed Valuation 1973 Budget (in dollars)	12,716,464	32,660,488	9,955,010	23,603,950		26,009,595
10. Average Daily Attendance (1-12) 1972-73	1,307	2,278	852	1,854		2,128
11. ADJUSTED Assessed Valuation per ADA 1972-73 (in dollars)	9,730	14,336	11,687	12,732		12,223
SCHOOL TAX RATES 1973 BUDGET						
12. General Fund (in dollars)	5.47	3.77	4.95	5.68	5.10	4.81
13. Debt Service (in dollars)	1.20	.01	.20	.64	--	--
14. Cumulative Building (in dollars)	.85	.75	.45	--	--	1.00
15. TOTAL (in dollars)	7.52	4.53	5.60	6.32	5.10	5.81
16. General Fund Rate Ceiling ($4.95 adjusted) 1973 Budget (in dollars)	5.47	5.87	4.95	5.80	5.57	5.57

* Warren Central Consolidated and Warren Community Schools were not consolidated as MSD of Warren County until November, 1972.

I = Incomplete data.

SECTION XI

GENERAL POPULATION CHARACTERISTICS AND EMPLOYMENT OPPORTUNITIES

TABLE XI-a

GENERAL POPULATION CHARACTERISTICS By County

(Based on the United States Census 1940, 1950, 1960, 1970)

		BOONE	CLAY	FOUNTAIN	MONTGOMERY	PARKE	PUTNAM	VERMILLION	WARREN	TOTAL STATE
Area in square miles		427	364	397	507	445	490	263	368	36,097
Population density per square mile										
	1970	72.3	65.8	46.0	66.9	32.8	55.0	63.9	23.7	143.9
	1960	64.5	66.5	47.1	63.3	32.8	51.1	67.2	23.2	128.9
	1950	56.2	65.7	44.9	57.4	34.8	46.8	75.0	23.2	108.7
Total population										
	1970	30,870	23,933	18,257	33,930	14,600	26,932	16,793	8,705	5,193,669
	1960	27,543	24,207	18,706	32,089	14,804	24,927	17,683	8,545	4,662,498
	1950	23,993	23,918	17,836	29,122	15,674	22,950	19,723	8,535	3,934,224
% of population urban										
	1970	31.6	34.1	37.8	40.8	19.3	32.9	31.8	0.0	64.9
	1960	34.6	36.6	38.0	44.3	18.6	34.1	33.0	0.0	62.4
	1950	31.8	35.3	21.7	44.1	0.0	30.0	32.8	0.0	59.9
% change										
	1960-1970 (total)	12.1	-1.1	-2.4	5.7	-1.4	8.0	-5.0	1.9	11.4
	Urban (1960-1970)	2.6	-7.8	-2.8	-2.7	2.3	4.1	-8.6	--	15.9
	Rural (1960-1970)	17.1	2.7	-2.2	12.5	-2.2	10.1	-5.0	1.9	4.0
	1950-1960 (total)	14.8	1.2	4.9	10.2	-5.6	8.6	-10.3	0.1	18.5
	1940-1950 (total)	8.7	-5.7	-2.5	6.9	-9.7	10.1	-9.5	-5.7	14.8

TABLE XI-a, con't.

		BOONE	CLAY	FOUNTAIN	MONTGOMERY	PARKE	PUTNAM	VERMILLION	WARREN	TOTAL STATE
% under 18										
	1970	34.9	31.4	34.6	33.9	32.8	31.2	30.5	36.0	35.4
	1960	36.1	31.8	34.6	34.1	45.8	31.4	31.8	37.3	36.4
	1950	30.9	28.9	31.5	29.2	38.7	26.6	31.2	33.5	30.8
% under 5										
	1970	7.9	7.5	8.9	8.1	7.6	6.9	7.6	8.4	8.8
	1960	10.8	9.1	10.7	10.9	13.6	9.6	8.9	10.9	11.6
	1950	10.3	9.2	9.9	9.9	13.3	8.2	9.4	10.6	10.7
Median age										
	1970	29.6	33.8	30.7	29.1	33.1	27.3	33.9	30.0	27.2
	1960	30.4	34.9	31.3	30.5	28.8	27.3	35.8	29.7	28.9
	1950	32.5	34.3	32.6	32.2	28.0	30.5	33.1	30.8	30.4

The population characteristics for the eight-county area served by the school corporations participating in this study are atypical of the total State of Indiana (Table XI-a). Although the land area of the eight-county region represents more than 9% of the total area for the state, less than 3½% of the state's population reside in these counties. The 1970 population density for a major metropolitan area such as Marion County was 2021.2 people per square mile while the average density for the state that same year was 143.9. By contrast the most densely populated of the eight-county group is Boone where there was a shade more than half of the population per square mile (72.3 individuals) and the least densely populated was Warren where the population density was less than 17% (23.7 people) of the state average for 1970.

Although the 1970 U.S. Census showed almost 65% of Indiana's population to live in urban areas,* the percents living in urban areas in the eight-county area ranged from no percent in Warren County to approximately 41% in Montgomery County. As a state, Indiana's total population increased 11.4% between 1960 and 1970 but the rural population increased only 4%. Half of the eight counties lost population in the same period. The only county in the eight-county group to equal or exceed the state average for 1960-1970 growth is Boone County but even in Boone County the pattern of growth differs from the state as the rural growth was 17.1% as contrasted to urban growth of 2.6% for the ten-year period.

In the eight-county area there are four major urban areas: Brazil (1970 population, 8163) Crawfordsville (1970 population, 13,842), Greencastle (1970 population, 8852), and Lebanon (1970 population, 9766). Commencing with the lessened coal production in the 1950's, Brazil's population began to level and decline until the period 1960 to 1970 saw a 7.8% population decrease. The Crawfordsville community experienced steady growth from 1910 to 1960 when the population peaked at 14,231.

* * * *

*The urban population comprises all persons living in urbanized areas and in places of 2,500 inhabitants or more outside urbanized areas. More specifically, the urban population consists of all persons living in (a) places of 2,500 inhabitants or more incorporated as cities, villages, boroughs (except Alaska), and towns (except in the New England states, New York, and Wisconsin), but excluding those persons living in rural portions of extended cities; (b) unincorporated places of 2,500 inhabitants or more; and (c) other territory, incorporated or unincorporated, included in urbanized areas. The population not classified as urban constitutes the rural population. 1970 UNITED STATES CENSUS

Between 1960 and 1970, however, Crawfordsville's population declined 2.7%. During the 1960 to 1970 span both Greencastle (+4.1%) and Lebanon (+2.6%) experienced a growth of population, but the percent of growth for both cities was considerably below the 15.9% increase in urban population experienced by the state as a whole during the same duration of time.

In 1970 the residents of the eight counties tended to be older as indicated by the median age than was true for the entire state with the percent of the eight counties' population below age 5 and below age 18 being less than was true for the state. The two exceptions to this observation are Warren County where the percent of the population under age eighteen was 0.6% higher than the state average and Fountain County where the percent of the population under age five was 0.1% higher than the state average.

Myrta Pulliam writing in the March 4, 1973, Indianapolis Star, reported the following:

> Indiana's birth rate is the lowest it has been since 1946, putting the state close to "zero population growth" at least momentarily.
>
> The total number of estimated Indiana births for 1972 was 86,500. . .
>
> . . . That's a large drop -- 10 percent -- from 1971 when Indiana had 94,499 births. . .
>
> . . . the number of women of child-bearing age (15-44) is increasing steadily -- about 20 per cent a year, so it would be expected that the birth rate would climb at that rate too. But it hasn't.
>
> "There may be more women of child-bearing age but they aren't having children". . .
>
> . . . Although the population of Indiana is steadily increasing, we are still close to zero population growth, which means essentially that each person is only replacing himself with one child -- or each couple has two children.
>
> The total fertility rate for Indiana is estimated at 2.08 children a woman.
>
> But just to complicate matters, Indiana also has a constantly expanding population since there are proportionately more women of child-bearing age than there are older women. That's because the women who were born during the '40s and '50 when

> the birth rate was extremely high have now reached child-bearing age.
>
> But if the total fertility rate of 2.08 is maintained for approximately 50 years then we really will have zero population growth. . .

Should the zero or near zero birth rate indeed become the rule, it would mean that increased population in the eight county area would be primarily the result of in-migration. This does not indicate necessarily that there will not be considerable growth in these counties and in the school populations after 1977. It does indicate that such growth would be less when based on in-migration only than it would if area development (see Section IX) and high birth rates were both growth factors.

Chart XI-a, Table XI-b, and Table XI-bb illustrate the extent to which the working population of the eight-county area travel outside of their county of residence for employment.

TABLE XI-bb
EMPLOYMENT IN COUNTY of and OUT of COUNTY of RESIDENCE FOR PARTICIPATING COUNTIES*

	BOONE COUNTY	CLAY COUNTY	FOUNTAIN COUNTY	MONTGOMERY COUNTY	PARKE COUNTY	PUTNAM COUNTY	VERMILLION COUNTY	WARREN COUNTY	8 COUNTY TOTAL
Number employed in County of Residence	6662	4140	4263	10580	2918	6960	3041	1403	39967
Number employed Outside County of Residence	4928	3620	1913	1396	1667	1806	2541	1429	19300
Not Reported	593	478	537	980	269	637	329	221	4044
TOTAL Working	12183	8238	6713	12956	4854	9403	5911	3053	63311
Percent Employed in County of Residence	54.7	50.3	63.5	81.7	60.1	74.0	51.4	46.0	63.1

*Based on 1970 U.S. Census Fourth Count Summary Tape

In the eight-county area involved in this study, over 1/3 of the total work force of 63,311 people is employed outside of the county in

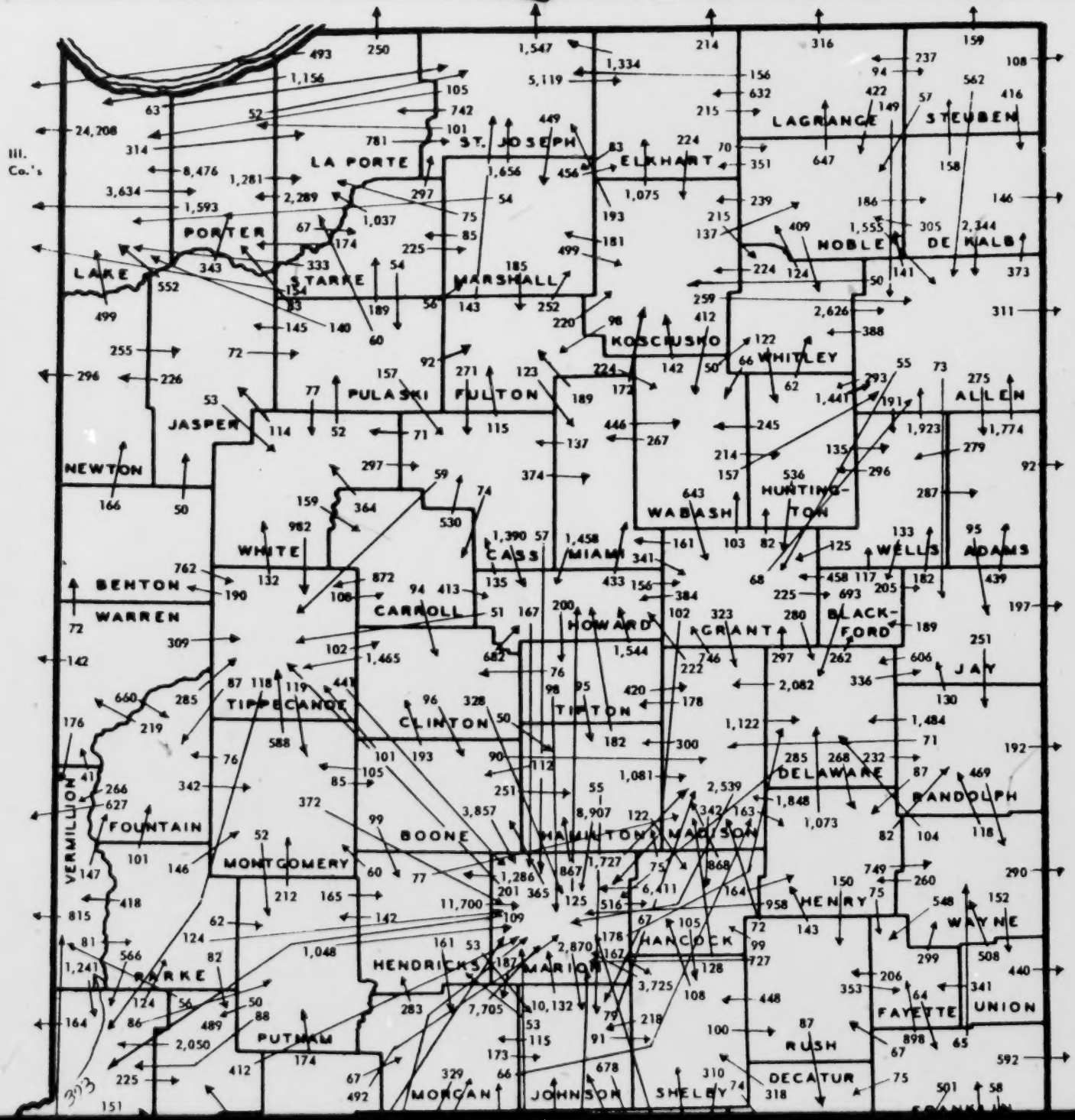

Ill. Co.'s
LAKE
PORTER
LA PORTE
ST. JOSEPH
ELKHART
LAGRANGE
STEUBEN
NOBLE
DE KALB
STARKE
MARSHALL
KOSCIUSKO
WHITLEY
ALLEN
PULASKI
FULTON
JASPER
NEWTON
WHITE
CASS
MIAMI
WABASH
HUNTINGTON
WELLS
ADAMS
BENTON
CARROLL
HOWARD
GRANT
BLACKFORD
WARREN
TIPPECANOE
CLINTON
TIPTON
JAY
VERMILLION
FOUNTAIN
MONTGOMERY
BOONE
HAMILTON
MADISON
DELAWARE
RANDOLPH
PARKE
PUTNAM
HENDRICKS
MARION
HANCOCK
HENRY
WAYNE
FAYETTE
UNION
RUSH
DECATUR
MORGAN
JOHNSON
SHELBY

CHART XI a -

COMMUTING PATTERNS BETWEEN COUNTIES

Counts of under 50 are omitted but are listed in the tables.

Research and Statistics
Indiana Employment Security Division
10 North Senate Avenue
Indianapolis, Indiana 46204

TABLE XI-b

POPULATION at WORK DURING the CENSUS WEEK by PLACE of WORK

Residence in Boone County

Place of Work	
Indianapolis City---CBD	467
Remainder of Indianapolis City	2523
Remainder of Marion County	867
Hamilton County	251
Hendricks County	99
Johnson County	31
Anderson City	62
Remainder of Madison County	28
Lafayette City	70
Remainder of Tippecanoe County	31
Kokomo City	33
Clinton County	193
*Montgomery County	105
*Place of work inside Boone County	6662
Place of work outside Boone County	4928
Not reported	593

Residence in Clay County

Place of Work	
Terre Haute City	1598
Remainder of Vigo County	452
Sullivan County	53
*Vermillion County	56
*Parke County	26
*Putnam County	489
Green County	271
Indianapolis City	287
Remainder of Marion County	125
*Place of work inside Clay County	4140
Place of work outside Clay County	3620
Not reported	478

Place of Work in Boone County

Residence In	
Clinton County	96
*Montgomery County	85
Hendricks County	40
Marion County	365
Hamilton County	112

Place of Work in Clay County

Residence In	
*Parke County	82
Vigo County	225
Greene County	43
Owen County	82
*Putnam County	50

Note: Fewer than 25 not listed.

*Counties participating in the West Central Indiana Vocational-Technical Education Survey.

TABLE XI-b, con't.

Residence in Fountain County

Place of Work	
*Warren County	219
Lafayette City	199
Remainder of Tippecanoe County	86
*Montgomery County	342
*Parke County	31
*Vermillion County	266
Danville City, Illinois	554
Remainder of Vermilion County, Ill.	68
Indianapolis City	33
*Place of work inside Fountain County	4263
Place of work outside Fountain County	1913
Not reported	537

Place of Work in Fountain County

Residence In	
Tippecanoe County	87
*Warren County	660
*Vermillion County	147
*Parke County	101
*Montgomery County	76
Benton County	37
Vigo County	31

Residence in Montgomery County

Place of Work	
Indianapolis City	337
Remainder of Marion County	35
Lafayette City	436
Remainder of Tippecanoe County	152
*Boone County	85
*Putnam County	52
*Fountain County	76
*Place of work inside Montgomery Co.	10580
Place of work outside Montgomery Co.	1396
Not reported	980

Place of Work in Montgomery County

Residence In	
Tippecanoe County	119
*Fountain County	342
*Parke County	146
*Putnam County	212
Hendricks County	60
*Boone County	105

Note: Fewer than 25 not listed.
*Counties participating in the West Central Indiana Vocational-Technical Education Survey.

TABLE XI-b, con't.

Residence in Parke County

Place of Work	
Terre Haute City	395
Remainder of Vigo County	171
*Vermillion County	418
*Fountain County	101
*Montgomery County	146
*Putnam County	62
*Clay County	82
Indianapolis City	105
Vermilion County, Illinois	25
*Place of work inside Parke County	2918
Place of work outside Parke County	1667
Not reported	269

Residence in Putnam County

Place of Work	
Terre Haute City	81
Indianapolis City	860
Remainder of Marion County	188
*Montgomery County	212
Hendricks County	165
Owen County	28
*Clay County	49
*Place of work inside Putnam County	6960
Place of work outside Putnam County	1806
Not reported	637

Place of Work in Parke County

Residence In	
*Fountain County	31
*Vermillion County	81
Vigo County	124
*Clay County	26

Place of Work in Putnam County

Residence In	
*Montgomery County	52
*Parke County	62
*Clay County	489
Vigo County	86
Owen County	174
Hendricks County	142
Morgan County	30

Note: Fewer than 25 not listed.
*Counties participating in the West Central Indiana Vocational-Technical Education Survey.

TABLE XI-b, con't.

Residence in Vermillion County

Place of Work	
Terre Haute City	1034
Remainder of Vigo County	207
*Parke County	81
*Fountain County	147
Danville City, Illinois	419
Remainder of Vermilion County, Ill.	224
*Warren County	41
Edgar County, Illinois	172
*Montgomery County	26
*Place of work inside Vermillion Co.	3041
Place of work outside Vermillion Co.	2541
Not reported	329

Residence in Warren County

Place of Work	
Benton County	72
Lafayette City	256
Remainder of Tippecanoe County	53
*Fountain County	660
*Vermillion County	176
Danville City, Illinois	106
Remainder of Vermilion County, Ill.	36
*Place of work inside Warren County	1403
Place of work outside Warren County	1429
Not Reported	221

Place of Work in Vermillion County

Residence In	
*Warren County	176
Sullivan County	60
*Clay County	56
*Parke County	418
*Fountain County	266
Vigo County	373

Place of Work in Warren County

Residence In	
Benton County	32
*Vermillion County	41
*Fountain County	219

Note: Fewer than 25 not listed.

*Counties participating in the West Central Indiana Vocational-Technical Education Survey.

Source: 1970 Census Fourth Count Summary Tape as reported in:
COMMUTING PATTERNS -- By Place of Work and Place of Residence
Indiana Employment Security Division
10 North Senate Avenue
Indianapolis, Indiana 46204
September, 1972

which they reside. The actual percent of workers employed outside of their county of residence ranges from a low of approximately 18% (Montgomery County) to a high of 54% (Warren County). As can be observed by studying Chart XI-a and Table XI-b, the exchange of workers between the eight counties as well as between other Indiana and Illinois counties is considerable. It must be noted also that the commuting patterns between the eight participating counties are such that each is dependent on others for a substantial portion of its work force. This circumstance would appear to argue that cooperation between the school corporations of the eight counties in the area of vocational-technical education will benefit all counties by providing skilled workers to the general area. To illustrate, there is enough employment interdependence within the area so that the Clay County graduates are apt to be employed in Putnam and conversely Putnam's graduates may well be employed in Clay or in Montgomery Counties.

The eight counties involved in this study fall into three of the State of Indiana Planning and Development Regions (Chart XI-b). The three regions in which these counties fall are 4 (Warren, Fountain, and Montgomery Counties), 7 (Vermillion, Parke, Putnam, and Clay Counties), and 8 (Boone County). The projected growth in total employment for the State of Indiana between 1967 and 1975 is +11.4%.* The projections for regions 4, 7, and 8 are +12.7%, +16.2%, and +14.0% respectively.* In spite of the projected increases in employment, the 1971 unemployment rates ranged from 3.0% (Montgomery County) to 10.1% (Clay County) as reported in the Indiana Employment Security Division's "Work Force Summaries for Smaller Counties in Indiana." The 1971 unemployment rates for the other counties involved in this study are

Fountain = 3.2%
Parke = 8.3%
Putnam = 5.0%
Vermillion = 9.8%
Warren = 3.2%.

The unemployment data for Boone County are grouped with Hamilton, Hancock, Hendricks, Johnson, Marion, Morgan, and Shelby counties as "Indianapolis area."

Table XI-c presents the 1972-73 occupational demand for the involved area as estimated by the Indiana Employment Security Division. As was

* * * *

*Heller, Martin W., Indiana Regional Employment Projections 1967-1975, State of Indiana Employment Security Division, Indianapolis, May, 1970.

CHART XI b

Planning and Development Regions

State of Indiana

Established by Executive Order No. 18-68 and Approved by Governor Roger D. Branigin on Dec. 4, 1968.

TABLE XI-c
INDIANA EMPLOYMENT SECURITY
OCCUPATIONAL DEMAND IN INDIANA

The Indianapolis office covers the following counties: Boone*, Hamilton, Hancock, Hendricks, Johnson, Marion, and Morgan.
The Lafayette office covers the following counties: Benton, Carroll, Clinton, Fountain*, Montgomery*, Tippecanoe, and Warren*.
The Terre Haute office covers the following counties: Clay*, Parke*, Putnam*, Vermillion*, and Vigo.

OCCUPATION	1972-73 RELATIVE NEEDS BY AREA INDIANAPOLIS	LAFAYETTE	TERRE HAUTE
Professional Nurse	4	4	2
Medical Technicians	3	5	2
Dental Technicians	2	4	2
Practical Nurses	3	5 X	3
Other Medical & Health Workers	3	5	2
Draftsmen	5 X	3	1
Electrical Technicians	2	4	1
Electronic Technicians	1	3	2
Mechanical Technicians	3	4	1
Industrial Technicians	3	3	2
Chemical Technicians	3	3	1
Programers	4	2	2 X
Secretaries	5 X	5	5 X
Stenographers	5 X	5	5 X
Typists	5 X	5	3
Bookkeepers	3	5	3
Bookkeeping Machine Operators	2	3	2
File Clerks	1	4	2
General Office Clerks	5	5	3
Shipping & Receiving Clerks	2	3	1
Stock & Inventory Clerks	2	4	1
Bank Tellers	1	4	1
Cashiers	1	5	1
Telephone Operators	1	1	1
Keypunch Operators & Verifiers	5	4	4
Other Data Processing Occupations	2	3	2
SALESWORKERS (Including Managers, Asst. Mgrs., Buyers, Salesmen, Salespersons and Sales Buyers) By Industry:		4	3
Apparel & Accessories	2	5	2
Food Distribution (grocery stores)	2	4	2
Food Services (restaurants, etc.)	2	4 X	3

*Counties participating in the West Central Indiana Vocational-Technical Education Survey.

TABLE XI-c, con't.

OCCUPATION	INDIANAPOLIS	LAFAYETTE	TERRE HAUTE
General Merchandise	1	5	2
Home Furnishings	2	3	1
Insurance	5 X	5	4 X
Other Retail Trade	3	4	2
Wholesale Trade	4	2	2
Carpenters	5 X	5 X	2
Cement & Concrete Finishers	3	5 X	2
Electricians, including electronics	5 X	5 X	2
Excavating, Grading & Road Machinery Operators	3	1	1
Furnace Installers & Repairmen	4 X	3	2
Painters & Paperhangers	4	3	1
Plumbers & Pipefitters	5 X	4 X	2
Structural Metalworkers	4	1	1
Machinists	5 X	2	3
Machine Tool Operators	5 X	3	2
Printing Occupations	1	2	1
Blacksmiths & Forgemen	1	1	1
Boilermakers	1	1	2
Millwrights	1	1	2
Molders	3 X	1	2 X
Patternmakers; metal & wood	3	1	1 X
Toolmakers, Diemakers, Setters	3	3	2 X
Appliance Repairmen	1	3	1 X
Electrical Motor Repairmen	3 X	3	2
Industrial Machinery Repairmen	3 X	5 X	3
Motor Vehicle Repairmen: Motor & Body	3 X	4	4 X
Office Machine Repairmen	4 X	2	2
Plastics Craftsmen	1	2	2
Bakers	3	2	1
Barbers	1	1	1
Beauty Operators (Cosmetologists)	2	3	2
Cabinet Makers	4 X	2	1
Cranemen, Derrickmen, Hoistmen	3	1	1
Upholsterers	4 X	1	1
Drivers; bus, truck, tractor	4	5	2
Deliverymen; routemen, cab drivers	3	5	3
Asbestos, insulation	2	2	1
Automobile Attendants; gas & parking	3	5	4
Laundry & Dry Cleaning Operators	1	2	2
Meat Cutters, except Meat Packing	2	2	1
Sewers & Stitchers (mfg.)	2	3	4
Welders & Flame Cutters	4 X	4	3 X

TABLE XI-c, con't.

OCCUPATION	INDIANAPOLIS	LAFAYETTE	TERRE HAUTE
Private Household Workers	5 X	4	2
Cooks, except private household	4 X	4 X	2 X
Counter & Fountain Workers	3	3	4
Waiters & Waitresses	4	5 X	4
Nurse Aides & Attendants Hospitals & Other Inst.	3	4	3
Charwomen & Cleaners	3	3	2
Janitors	2	3	3
Grain Farm Workers	2	4	1
Vegetable Farm Workers	3	5	1
Dairy Farm Workers	1	1	1
Landscape Gardeners	4	2	2
Nursery Workers	3	3	1
Park Workers	2	1	1

RELATIVE NEED:

1. Lowest need for workers
2. Moderately low need for workers
3. Moderate need for workers
4. Moderately heavy need for workers
5. Heaviest need for workers

X Indicates the local office estimates supply will be inadequate to meet demands.

COMMENTS: (1) Indianapolis - Moderate demand continues for workers to enter apprenticeship programs for machinists, tool and die makers, meat cutters, and occupations in the building trades and printing industry.

(2) Lafayette - Training course for maintenance man, factory in automated plants stressing knowledge of industrial electronics, electricity, and mechanical repair of equipment such as conveyor systems and packers.

(3) Terre Haute - Secretaries need at least two years of training and practice in dictation to qualify for local jobs.

noted above, however, the commuting patterns for the residents of the area are such that entire central and west central sectors (planning regions 4, 5, 7, 8, and 10) could be considered as potential job markets for some portion of the eight counties' population. Within the eight-county area there are four major projects which will place heavy demands on first the building trades and their support occupations and then on the hospitality and retail occupations. These projects are an amusement complex and additional motel building in the Lebanon area and motel expansion in the South Putnam and North Montgomery areas.

Although the 1971 employment was greater than shown in Table XI-d because small firms are not included in the reported figures, the general employment patterns are observable.

TABLE XI-d
COUNTY EMPLOYMENT PATTERNS
AVERAGE FOR 1971*

	BOONE COUNTY	CLAY COUNTY	FOUNTAIN COUNTY	MONTGOMERY COUNTY	PARKE COUNTY	PUTNAM COUNTY	VERMILLION COUNTY	WARREN COUNTY
TOTAL COVERED EMPLOYMENT	3979	2404	3380	7368	1247	3811	2544	778
Mining	--	145	--	--	--	107	87	--
Construction	172	103	40	144	74	96	541	--
MANUFACTURING	1583	766	2174	4267	193	1824	1113	--
Fabricated Metals	358	--	--	--	--	--	--	--
Stone, Clay, Glass	--	396	--	396	--	--	--	--
Transportation, Communications, and Public Utilities	223	171	148	314	140	207	190	--
Trade	1396	788	732	1781	559	935	465	227
Finance	181	107	102	274	69	178	58	--
Agriculture and Services	358	291	138	520	163	434	80	--
Local Government	--	--	22	--	--	30	--	--

*Source: "1971 County Employment Patterns," Indiana Employment Security Division, Indianapolis, Indiana.

TABLE XI-e
WORK FORCE SUMMARIES
ANNUAL AVERAGES 1971

	BOONE COUNTY***	CLAY COUNTY	FOUNTAIN COUNTY	MONTGOMERY COUNTY	PARKE COUNTY	PUTNAM COUNTY	VERMILLION COUNTY	WARREN COUNTY
Total Work Force*	--	5740	6265	12775	3610	8545	5190	2060
Unemployed								
number	--	580	200	385	300	430	510	65
percent of work force	--	10.1	3.2	3.0	8.3	5.0	9.8	3.2
Employed**								
total	--	5140	6065	12390	3310	8115	4670	1895
in non-farm industries	--	3860	4730	10265	2200	6685	3630	1345
Manufacturing								
total	--	780	2180	4265	195	1840	1140	465
durable goods	--	550	2050	1635	30	840	90	20
nondurable goods	--	230	130	2630	165	1000	1050	445
Non-manufacturing	--	3080	2550	6000	2005	4845	2480	880

*The work force includes all workers involved in labor-management disputes in addition to employed and unemployed workers. Therefore, in counties where the employment figure plus the unemployment figure does not equal the work force, the difference is the number of workers involved in labor and management disputes.

**Total employed also includes those in agriculture and in all other non-agricultural employment (self-employed, unpaid family workers, and domestics).

***Data for Boone County are grouped with Hamilton, Hancock, Hendricks, Johnson, Marion, Morgan, and Shelby counties as "Indianapolis area."

Source: "Work Force Summaries for Smaller Counties in Indiana," Indiana Employment Security Division, Indianapolis, Indiana.

West central Indiana is generally considered to be an agricultural area, but Tables XI-d and XI-e demonstrate that sizeable numbers of the residents are employed in non-agricultural activities with trade and manufacturing as the first and second major employers in all of the eight counties except Vermillion County where manufacturing and construction respectively occupy the first and second positions.

There is an interesting question regarding employment to be pondered.

How much greater success would the Chambers of Commerce and the communities have in attracting additional business and industries if they could show prospective businesses and industries a flexible vocational-technical program to provide those enterprises with highly-skilled workers and technicians? How many firms would consider relocation to this area to avoid a situation such as the one described below if a community could provide a trained work force with the positive Hoosier attitudes as a bonus?

> . . . Another California firm, Plastiglide Manufacturing Corporation, of Santa Monica, finds that its pay rates for good tool-makers are going up "like the cost of meat." Don Neville, plant manager, explains;
>
> "With one employer bidding against the other, men with experience go from plant to plant, wherever they can get another 50 cents an hour more.
>
> "Finding people for the second and third shifts is very, very difficult. Today's work force has become independent. Nobody wants to work at night."
>
> --U.S. News & World Report, April 9, 1973, pages 77-78.

SECTION XII

SURVEY INSTRUMENTS and DOCUMENTS

Between November 13 and November 22 the study director delivered the data gathering forms to each of the seventeen participating school corporations. At that time, the study director met with the superintendent and/or the individual within the corporation who was to serve as the local coordinator for the study. During the meeting the study director went over the "Memorandum for: School Corporation Study Coordinators" (Exhibit XII-A) and each of the data-gathering forms (Exhibits XII-B through XII-N).

"Corporation Financial Characteristics" (Exhibit XII-B) requested information readily available in the school offices and apparently presented no difficulties for most of the participating corporations.

An attempt was made to gather enrollment data by sex (Exhibits XII-Ca through XII-Cc) for the academic years 1963-64 through 1972-73. Although the sex breakdown could be provided by most corporations, two of them could provide only total enrollment figures and four corporations were unable to supply enrollment data for the full ten year period.

Preferred and alternate forms were provided to gather information on drop-outs (Exhibits XII-Da and XII-Db) and on graduates who entered a program of post-secondary education (Exhibits XII-Ea and XII-Eb). In both areas less than half of the corporations were able to provide the detailed breakdowns required to complete the preferred forms and therefore submitted the alternate forms.

An attempt was made to assess the availability of all types of courses such as typing, shorthand, and industrial arts programs which could result in a student obtaining marketable skills but which are not reimbursed by the Division of Vocational Education of the Indiana State Department of Public Instruction. Schools were requested to either submit a class schedule with enrollments noted or to complete the "Non-Reimbursed Programs" form (Exhibit XII-F).

EXHIBIT XII-A

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY

Box 307, Crawfordsville, Indiana 47933 Telephone: (317) 362-8877

Memorandum for: SCHOOL CORPORATION STUDY COORDINATORS

Subject: Data Gathering From: Fred Gannon

This packet contains all of the forms and questionnaires which we currently anticipate as being necessary to have completed by the various school corporations' students, teachers, and parents. Please do not wait until you have all forms completed before returning them. As forms or sets of questionnaires are completed, please return them to me. In any event, please make every effort to return all forms prior to Christmas recess. A brief comment regarding the various forms follows but if you have any questions or comments as you actually use the forms, please do not hesitate to call me or to drop into our offices at 501 Whitlock Avenue in Crawfordsville.

1. CORPORATION FINANCIAL CHARACTERISTICS

   Two copies of this form are included. Please complete both copies, return one to us, and retain the other as your file copy. (green stock, mineo)

2. GRADES 1-6 FALL ENROLLMENTS BY YEAR

   Two copies of this form are included for each of your schools with students enrolled in grades 1-6. Please complete both copies, return one to us, and retain the other as a file copy. (blue stock, ditto)

3. GRADES 7-9 FALL ENROLLMENTS BY YEAR

   Two copies of this form are included for each of your schools with students enrolled in grades 7-9. Please complete both copies, return one to us, and retain the other as a file copy. (pink stock, ditto)

4. GRADES 10-12 FALL ENROLLMENTS BY YEAR

   Two copies of this form are included for each of your schools with students enrolled in grades 10-12. Please complete both copies, return one to us, and retain the other as a file copy. (buff stock, ditto)

5a. SECONDARY DROP-OUTS (9-12)

One set of these materials for each of your schools enrolling students in grades 9-12 is included. This form requests a great deal of information which may be difficult to provide. It is information, however, which can be of great value to the study and to future planning activities and it is therefore requested that every effort be made to complete this form. (pink stock, mimeo)

5b. SECONDARY DROP-OUTS (9-12) ALTERNATE FORM

Two copies of this form for each of your schools enrolling children in grades 9-12 are included. If it is possible to complete 5a do NOT use this form. (pink stock, mimeo)

6a. POST-SECONDARY EDUCATION

One set of these materials is included for each of your schools with a twelfth grade class. The comments made in 5a above apply here. (yellow stock, ditto)

6b. POST-SECONDARY EDUCATION ALTERNATE FORM

Two copies of this form are included for each of your schools with a twelfth grade class. If it is possible to complete 6a do NOT use this form. (yellow stock, mimeo)

7. NON-REIMBURSED PROGRAMS

One set of this form is included for each school corporation. At the present time it appears we can obtain all necessary information regarding reimbursed programs from Indianapolis. (blue stock, mimeo)

8. TEACHER'S FORM (Grades 7-12)

This form is to be completed by each teacher, counselor and administrator working with students in grades 7-12. (white stock, mimeo)

9. STUDENT OCCUPATIONAL INTEREST INVENTORY

This form is to be completed by each student in your corporation enrolled in grades 9 and 11. (white stock, offset)

10. PARENT QUESTIONNAIRE

This form is to be completed by as many of the parents as possible of students enrolled in grades 4, 8, and 10. (white stock, offset)

11. GRADUATING CLASS OF 1965 ADDRESSES

Please provide the best possible current addresses for your 1965 graduates. To the left of the address please indicate the graduate's place in his graduating class as A = Top 25%
B = Middle 50%
C = Bottom 25%

Example:

C Fred Gennon
Box 307
Crawfordsville, Indiana 47933

(white stock, mimeo)

12. CLASS OF 1965 QUESTIONNAIRE and LETTER

For information only--no action required by the school corporation.

13. NEWS RELEASE

Action by the school corporation optional.

EXHIBIT XII-B

1972 WEST CENTRAL INDIANA VOCATIONAL AND TECHNICAL EDUCATION SURVEY

CORPORATION FINANCIAL CHARACTERISTICS

School Corporation: _____

Form Completed by: _____ Date: _____

1. ADJUSTED Assessed Valuation 1972 Budget _____ 1.
2. Average Daily Attendance (1-12) 1971-72 (fall 1971, Form 30) _____ 2.
3. ADJUSTED Assessed Valuation per ADA 1971-72 _____ 3.

SCHOOL TAX RATES 1972 Budget

4. General Fund _____ 4.
5. Debt Service _____ 5.
6. Cumulative Building _____ 6.
7. TOTAL _____ 7.
8. General Fund Rate Ceiling ($4.95 adjusted) 1972 Budget _____ 8.

* *

9. ADJUSTED Assessed Valuation 1973 Budget _____ 9.
10. Average Daily Attendance (1-12 including special education) 1972-73 (fall 1972, Form 30) _____ 10.
11. ADJUSTED Assessed Valuation per ADA 1972-73 _____ 11.

* *

SCHOOL TAX RATES 1973 Budget

12. General Fund _____ 12.
13. Debt Service _____ 13.
14. Cumulative Building _____ 14.
15. TOTAL _____ 15.
16. General Fund Rate Ceiling ($4.95 adjusted) 1973 Budget _____ 16.

EXHIBIT XII-Ca

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY

Grades 1-6 Fall Enrollments by Year

School _____

Address _____

School Corporation _____

Form Completed by _____

GRADES

School Year	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
1972-73												
1971-72												
1970-71												
1969-70												
1968-69												
1967-68												
1966-67												
1965-66												
1964-65												
1963-64												

Comments:

- -

Please note any circumstances which may have an effect on the grades 1-6 school population during the next five years (i.e., changes in employment opportunities, housing developments, etc.)

EXHIBIT XII-Cb

1972 WEST CENTRAL INDIANA VOCATIONAL AND TECHNICAL EDUCATION SURVEY

Grades 7-9 Fall Enrollments by Year

School _____

Address _____

School Corporation _____

Form Completed by _____

	GRADES					
	7		8		9	
School Year	Male	Female	Male	Female	Male	Female
1972-73						
1971-72						
1970-71						
1969-70						
1968-69						
1967-68						
1966-67						
1965-66						
1964-65						
1963-64						

Comments:

- -

Please note any circumstances which may have an effect on the grades 7-9 school population during the <u>next</u> <u>five</u> years (i.e., changes in employment opportunities, housing developments, etc.)

EXHIBIT XII-Cc

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY

Grades 10-12 Fall Enrollments by Year

School_____

Address_____

School Corporation_____

Form Completed by_____

	GRADES					
	10		11		12	
School Year	Male	Female	Male	Female	Male	Female
1972-73						
1971-72						
1970-71						
1969-70						
1968-69						
1967-68						
1966-67						
1965-66						
1964-65						
1963-64						

Comments:

- -

Please note any circumstances which may have an effect on the grades 10-12 school population during the <u>next</u> <u>five</u> years (i.e., changes in employment opportunities, housing developments, etc.)

EXHIBIT XII-Da

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY
SECONDARY DROP-OUTS (9-12) for Academic Years
1967-68, 1968-69, 1969-70, 1970-71 and 1971-72

Please enter the requested information on the attached sheets for each of your students in grades 9-12 who has CEASED his formal education prior to graduation. Please, DO NOT INCLUDE STUDENTS WHO HAVE TRANFERRED to another secondary school.

In column:

A = student's name

B = student's sex (M or F)

C = academic year during which the student withdrew (i.e., 1968-1969)

D = student's grade placement at time of withdrawal (i.e., 9, 10, 11, 12)

E = student's grade point average at time of withdrawal (i.e., A, B etc. or 85, 90 etc.)

F = reason why student withdrew (if possible, please indicate more than "lack of interest," "failing," etc.)

G = what is the student now doing (i.e., housewife, farm labor, unemployed, salesman, etc.)?

THANK YOU

If there are questions, please contact:

Fred Gannon
New Educational Directions
Box 307
Crawfordsville, Indiana 47933

(317) 362-8877

EXHIBIT XII-Da, con't.

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY
SECONDARY DROP-OUTS (9-12) for Academic Years
1967-68, 1968-69, 1969-70, 1970-71, and 1971-72

School:_____ Address:_____

School
Corporation:_____ Completed by:_____

A	B	C	D	E	F	G
Student Name	Sex	Academic Year	Grade	GPA	Reason	Present Status

EXHIBIT XII-Db

ALTERNATE FORM

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY

SECONDARY DROP-OUTS
for Academic Years
1967-68, 1968-69, 1969-70, 1970-71 and 1971-72

School:_____ Address:_____

School Corporation:_____ Completed by:_____

Please enter the requested information below for each of your students in grades 9-12 who has CEASED his formal education prior to graduation. Please, DO NOT INCLUDE STUDENTS WHO HAVE TRANSFERRED to another secondary school.

Academic Year	Grade	Number of Males	Number of Females	Fall Enrollment
1967-68	9			
1967-68	10			
1967-68	11			
1967-68	12			
1968-69	9			
1968-69	10			
1968-69	11			
1968-69	12			
1969-70	9			
1969-70	10			
1969-70	11			
1969-70	12			
1970-71	9			
1970-71	10			
1970-71	11			
1970-71	12			
1971-72	9			
1971-72	10			
1971-72	11			
1971-72	12			

EXHIBIT XII-Ea

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY
High School Graduates ENTERING Programs of
POST-SECONDARY EDUCATION
Classes of 1968, 1969, 1970, 1971 and 1972

C
O Please enter the requested information on the attached
L sheets for each of your graduates during the past five
U years who have entered a program of any form of post-
M secondary training.
N

A = student's name
B = student's sex (M or F)
C = student's graduating class (i.e., 1968)
D = if the student's rank-in-class was:

1. top 25% enter H
2. middle 50% enter M
3. lower 25% enter L

E = please code the type of post-secondary education program the student entered as:

7 - four year academic program
6 - two or three year academic program including RN
5 - two or three year vocational/technical program
4 - one year vocational/technical program
3 - less than one year vocational/technical program
2 - apprentice program
1 - other

F = Did the student drop out of his program prior to completion?

If yes, enter Y
If no, enter N

If N is entered for column F, do NOT enter anything in columns G, H, and I.

If Y is entered for column F, please indicate in:

Column G - At what point did the student drop (i.e., during first year, after second year, etc.)?
Column H - Why did he drop (i.e., academic difficulties, service, etc.)?
Column I - What is the student now doing (i.e., housewife, unemployed, salesman, etc.)?

THANK YOU

If there are questions, please contact:

Fred Gannon
New Educational Directions
Box 307
Crawfordsville, Indiana 47933
(317) 362-8877

EXHIBIT XII-Ea, con't.

page ____ of ____

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY
High School Graduates ENTERING Programs of
POST-SECONDARY EDUCATION
Classes of 1968, 1969, 1970, 1971 and 1972

A	B	C	D	E	F	G	H	I
STUDENT'S NAME	SEX M-F	GRAD. CLASS	¼ OF H.S. GRAD. CLASS	TYPE POST-SEC. ED.	DROP?	WHEN?	WHY?	PRESENT STATUS?

EXHIBIT XII-Eb

ALTERNATE FORM

1972 WEST CENTRAL INDIANA VOCATIONAL AND TECHNICAL EDUCATION SURVEY

POST-SECONDARY EDUCATION for Academic Years 1967-68, 1968-69, 1969-70, 1970-71 and 1971-72

School:_____ Address:_____

School Corporation:_____ Completed by:_____

FOUR YEAR (or more) PROGRAMS

Year Graduated	Total Graduated	Entered School	Dropped out after 1 yr.	2 yr.	3 yr.	4 yr.	Graduated
1968							
1969							
1970							
1971							
1972							

ALL OTHER PROGRAMS

Year Graduated	Entered School	Dropped Out	Completed
1968			
1969			
1970			
1971			
1972			

EXHIBIT XII-F

1972 WEST CENTRAL INDIANA VOCATIONAL AND TECHNICAL EDUCATION SURVEY

NON-REIMBURSED PROGRAMS

Please list below all vocational, pre-vocational, or exploratory courses offered in grades 7-12 or for adults during the current school year (fall and spring semesters as well as summer session) BUT FOR WHICH YOUR SCHOOL CORPORATION DOES NOT RECEIVE REIMBURSEMENT FROM THE DIVISION OF VOCATIONAL EDUCATION.

School:_____ Address:_____

School Corporation:_____

Form Completed by:_____ Title:_____

Course Title	Grade(s) Enrolled	Course objective (one sentence)	Type of population served (i.e., adult, general, special ed. etc.)	1972-73 Enrollment	Duration of course (in hrs.)

EXHIBIT XII-F, con't.

NON-REIMBURSED PROGRAMS

page ____ of ____

Course Title	Grade(s) Enrolled	Course objective (one sentence)	Type of population served (i.e., adult, general, special ed. etc.)	1972-73 Enrollment	Duration of course (in hrs.)

All teachers, administrators, and counselors in the seventeen participating corporations who work with students in grades 7 through 12 were requested to complete a "Teacher's Form" (Exhibit XII-G). In addition, students in grades 9 and 11 were asked to complete the "Student Occupational Interest Inventory" (Exhibit XII-H) and parents with students in grades 4, 8, or 10 were provided the opportunity to complete a "Parents' Questionnaire" (Exhibit XII-I). All of the information gathered through these three instruments are self-report data. Self-report data are important because they sample the base from which people operate in their day-to-day living. Furthermore, there are cross-validations of some points built into this study. To illustrate, statements seven and eight of the "Teacher's Form" are intended to provide a check on items 13 and 14 of the "Student Occupational Interest Inventory."

Teacher S 7: Students are generally aware of the variety of career choices open to them by the time they graduate from our high school.

SOII I 13: I feel I am well informed about the number of careers (jobs) open to me.

Teacher S 8: Students generally have a realistic picture of the training requirements for the various career choices open to them by the time they graduate from our high school.

SOII I 14: I am well informed about what training or education is required for various careers (jobs) in which I am interested.

The statements in the "Teacher's Form" are positive. In general, the "neither agree nor disagree" response can be interpreted as either an unwillingness on the part of the individual to commit himself to a "stand" on the area covered in the statement or it is selected as an alternative to omitting a response when the teacher feels his knowledge of the circumstances described is too inadequate to select one of the more definite alternatives.

EXHIBIT XII-G

1972 WEST CENTRAL INDIANA VOCATIONAL AND TECHNICAL EDUCATION SURVEY TEACHER'S FORM (Grades 7-12)

School_____ Subject(s) Taught_____

Grade(s) Taught_____ Years as a teacher_____

Dear Teacher: A survey is now underway in an eight-county area in this part of the state to study the present and future needs for vocational and technical education. As professional educators daily working with the adolescents of the area your opinions can represent a positive contribution to the study. If you have additional comments to make, please add them. Such comments will be appreciated and will be read and considered.

Please place a check (✓) before the response which best describes your reaction to each of the following statements. Thank you!

1. Virtually all high school students need assistance with career planning.
   ____agree ____disagree ____neither agree nor disagree

2. Providing high school career training opportunities is as essential as providing post-secondary career training opportunities.
   ____agree ____disagree ____neither agree nor disagree

3. I have done my share of the total job of career training for our students.
   ____agree ____disagree ____neither agree nor disagree

4. I am aware of the role vocational/technical education can play in career training.
   ____agree ____disagree ____neither agree nor disagree

5. Our total school program is adequately providing career training for those not continuing their education after high school.
   ____agree ____disagree ____neither agree nor disagree

6. Our total school program is adequately providing career training for those who will continue their education after high school.
   ____agree ____disagree ____neither agree nor disagree

7. Students are generally aware of the variety of career choices open to them by the time they graduate from our high school.
   ____agree ____disagree ____neither agree nor disagree

8. Students generally have a realistic picture of the training requirements for the various career choices open to them by the time they graduate from our high school.
____agree ____disagree ____neither agree nor disagree

9. Students generally hold a realistic career goal by the time they graduate from our high school.
____agree ____disagree ____neither agree nor disagree

10. There is value in incorporating job placement services as a part of high school career training.
____agree ____disagree ____neither agree nor disagree

11. The program offered by our school which is MOST effective in preparing students for the NEXT PHASE of their lives is:

____commercial courses ____vocational courses
____general courses ____college preparatory courses
____guidance services ____extra curricular activities
____other_____

ADDITIONAL COMMENTS (Use reverse side if additional space is required):

During the processing of the "Student Occupational Interest Inventory" (SOII) the following procedures were applied.

Item 6: Multiple responses were recorded as omit. Industrial art and home economics were recorded as vocational-technical.

Item 7: "The occupation I think I would like to enter upon completion of my education is:_____" Student responses to this item were placed into one of the following twelve categories.

CATEGORY	SAMPLE RESPONSES (NOT all-inclusive)
1. PROFESSIONAL	Lawyer, engineer, teacher, registered nurse, CPA, pilot.
2. BUSINESS AND SALES	Retail management, insurance agent, banker.
3. CLERICAL AND OFFICE	Typist, secretary, shipping clerk, bank teller, cashier, bookkeeper.
4. SKILLED	Laboratory technician, electritian, practical nurse, foreman, stewardess, barber.
5. SERVICE	Guard, military, police, ranger, conservation officer, postal service.
6. FARMING AND AGRICULTURE	Florist, greenskeeper, farming (includes direct support services such as equipment and supply sales).
7. LABOR	Waitress, store clerk, nurse's aide.
8. ENTERTAINMENT	Radio, television, stage (performer or production).
9. MARRIAGE	Full-time housewife.
10. OTHER	Noted but unclassifiable (i.e., self-employed or the name of a company).
11. UNDECIDED	Multiple responses were also placed in this category.
12. OMIT	No response.

Item 8: Most "other" responses fit one of the standard categories. The most frequent exception to this was the response "Bible School" and this response was classified "other" unless it was stated two-year or four-year in which case it was recorded in the "Junior college" or "Four-year college" category. Multiple responses were classified as "have not yet decided."

Items 9 - 15: Multiple responses were recorded as omit.

Item 16: Multiple responses were accepted and recorded. The most frequent responses to "other" were

siblings
reading
practitioners
career days
other relatives (aunts, uncles, etc.)
self-research
television.

Item 17: Only C responses were recorded. More than one response was accepted.

Item 18: Only responses ranked as a first choice were recorded.

During the processing of the "Parents' Questionnaire" the following procedures were applied.

Item 2: "In what occupation are you presently engaged? Father_____ Mother_____"

Parent responses to this item were placed into one of the following ten categories.

CATEGORY		SAMPLE RESPONSES (NOT all-inclusive)
1.	PROFESSIONAL	Lawyer, engineer, teacher, registered nurse, CPA, pilot.
2.	BUSINESS AND SALES	Retail management, insurance agent, banker.
3.	CLERICAL AND OFFICE	Typist, secretary, shipping clerk, bank teller, cashier, bookkeeper.
4.	SKILLED	Laboratory technician, electritian, practical nurse, foreman, beautician, plumber, cook.
5.	SERVICE	Guard, military, police, ranger, conservation officer, postal service.
6.	FARMING AND AGRICULTURE	Florist, greenskeeper, farming (includes direct support services such as equipment and supply sales).
7.	LABOR	Waitress, store clerk, nurse's aide, machine operator.
8.	HOUSEWIFE	Mother, homemaker, housewife (if a response was, for example, housewife-secretary, the individual was classified as "Clerical and Office").
9.	OTHER	Noted but unclassifiable (i.e., self-employed or the name of a company), multiple responses (i.e., trucker-farmer).
10.	OMIT	No response, unemployed, welfare, deceased.

Items 3, 4, 5, and 6: Multiple responses were recorded as omit. The most frequently expressed reasons for encouraging children to enroll in vocational-technical courses (item 5) fell into the following categories:

(a) in lieu of college
(b) skill development
(c) employability.

The most common reasons indicated for a no response to item 5 were "college as the only choice," "expense of the program," and "present facilities are not adequately used."

Item 7: The most commonly indicated responses for the "other" classification were short-term specialized programs in the evening and scheduling to accomodate shift workers.

Item 8: Only responses ranked as first and second choices were recorded and no distinction was made between a first and a second choice.

Exhibit XII-J is the form on which schools were requested to report addresses for their 1965 graduates. Exhibit XII-K is the initial covering letter which was sent to 1965 graduates with the "Class of 1965 Survey" form (Exhibit XII-L) and Exhibit XII-M is a copy of a follow-up letter sent to non-responding graduates three to eight weeks after the initial mailing. During the processing of the "Class of 1965 Survey" all multiple responses were recorded as "omits."

Exhibit XII-N was provided for those corporations who desired to alert the local community to the survey and to provide the general community an opportunity to give input for the study. Only ten responses were received on the basis of this approach.

EXHIBIT XII-H

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY

STUDENT OCCUPATIONAL INTEREST INVENTORY

r Student: The school corporations of eight counties in this section of Indiana are gathering information to help plan for students such as you who are now several years behind you in school. Your honest responses to the following questions will be very helpful in that planning. If you wish to make additional comments, please do so on a separate sheet of paper and staple it to this form. Such comments will be very helpful and they will be READ and CONSIDERED.

Please place a check (✓) before each choice that is best for you or write in a short answer.

Name:_____ 2. School:_____ 3. Sex: __male __female

Grade: ___9 ___11 5. I plan to graduate from high school. __yes __no

The high school program in which I am now enrolled is:
_____college preparatory
_____business-commercial
_____vocational-technical
_____general
_____other_____

The occupation I think I would like to enter upon completion of my education is:_____

After I leave high school, I now plan to:
_____attend a vocational-technical school
_____attend a business school
_____attend a nursing school
_____attend a junior (two-year) college
_____attend a four-year college or university
_____seek full-time employment
_____enter military service
_____enter an apprenticeship program
_____become a full-time housewife
_____have not yet decided
_____other_____

If my high school offered (or does offer) courses preparing me for employment immediately after graduation, I would (or do) plan to enroll in one or more of these courses. ___yes ___no

I would be willing to travel a reasonable distance to a vocational school for part of each school day if the courses referred to above (9) were not offered in my high school. ___yes ___no

The courses and programs I want are available to me in my high school. ___yes ___no; if NO what additional types of courses or programs would you like to have available?_____

I feel that enough of my high school courses are (or will be) directed toward doing what I want to do when I leave high school. ___yes ___no

STUDENT OCCUPATIONAL INTEREST SURVEY

13. I feel that I am well informed about the number of careers (jobs) open to me. ___yes ___no

14. I am well informed about what training or education is required for various careers (jobs) in which I am interested. ___yes ___no

15. When you begin to work full time, how far do you plan to live from where you now live?
___within 50 miles
___50-100 miles
___more than 100 miles

16. From what source have you received most of your information about careers?
___parents
___teachers
___counselors
___other high school students
___older friends
___other_____

17. Please label each of the following as:
A = I have taken or am taking this type of course.
B = I expect to take this type of course during high school.
C = I would take this type of course if offered in high school.
D = I have no interest in this type of course.

17a._____Trade and Industrial Education (example: Auto Mechanics, Television Repair, etc.)
17b._____Business-Merchandising, Store and Sales Occupations (example: Accounting, Office Practice, Sales, Management, etc.)
17c._____Technologies (example: Metallurgical, Construction, etc.)
17d._____Food and Clothing (example: Nutrition, Restaurant Service, Clothing and Textiles, etc.)
17e._____Agriculture (example: Crop Production, Florist, Landscaping, etc.)
17f._____Public Service Education (example: Police Work, Postal Service, etc.)
17g._____Health Services Education (example: Practical Nursing, Dental Technician, Laboratory Technician, etc.)
17h._____Other_____
17i._____Other_____
(17h and i--subject areas of interest to you which may have been omitted from the above listing. Be sure to code each of these as A, B, or C.)

18. Please reconsider your selections coded C (would take if offered) as to your 1st, 2nd, 3rd, etc. choice.

1st_____ 2nd_____ 3rd_____ 4th_____

5th_____

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EXHIBIT XII-1

1972 WEST CENTRAL INDIANA VOCATIONAL AND TECHNICAL EDUCATION SURVEY

PARENTS' QUESTIONNAIRE

Dear Parents:

A survey is now under way by the schools of eight counties in this area to study the present and future needs and resources for vocational and technical education to best serve you and your children. You are invited to participate in this study and to express your viewpoints by completing the following questionnaire IMMEDIATELY and having your child return it to his or her teacher.

One possible outcome of this study could be an area vocational school. The primary function of such an area school would be to provide high school juniors and seniors with a large variety of specialized courses intended to prepare them to enter the working world immediately after graduation with a special skill or trade. In most cases the student would attend the area school for a half day with the other half day spent in his or her home school activities. An area vocational school could also provide training for high school drop-outs, recent graduates, and other adults who would like to improve their current skills or learn new skills to be eligible for a different job.

Any additional comments you may wish to make concerning vocational and technical education for this area may be made on a separate sheet of paper and stapled to this questionnaire. Such comments will be appreciated and will be read and considered. THANK YOU for the time and thought you will put into completing this questionnaire. Your responses will contribute much to this project and are sincerely appreciated.

1. Number of children: ___below school age, ___in grades 1-8, ___in grades 9-12, ___above school age.

2. In what occupation are you presently engaged?
   Father_____ Mother_____

3. Do you believe there is a need for additional vocational/technical education in this area? ___yes ___no

4. Do you believe there is a need for an area vocational/technical school as described above? ___yes ___no

5. Would you encourage your children to enroll for courses in an area vocational technical school if it is available when they are high school juniors and seniors? ___yes ___no Why?_____

6. Would you be interested in an adult class to improve your occupational skills? Father: ___yes ___no Mother: ___yes ___no

7. If your answer to (6) above is YES, what type of program would you most desire?

Father	Mother	Type of Program
(a)_____	_____	Regular day school vocational-technical courses.
(b)_____	_____	Vocational technical classes held in the evening.
(c)_____	_____	Comprehensive high school program (academic plus some vocational courses)
(d)_____	_____	Cooperative school-work program (part-time in school, part-time at work).
(e)_____	_____	Short-term (1-6 weeks) specialized vocational or technical program during the day.
(f)_____	_____	Other

PARENTS' QUESTIONNAIRE

8. If your answer to (6) above is YES, please indicate your interest in any of the following occupational areas in which you would like to attend a training program. If you have more than one choice, please mark them 1, 2, 3, etc. in order of your preference. If an area in which you have an interest is not listed, please add it in the blanks provided.

Mother	Father		
____	____	1.	Accounting or Bookkeeping
____	____	2.	Agricultural Machinery Technology
____	____	3.	Agricultural Sales and Service
____	____	4.	Appliance Repair
____	____	5.	Auto Mechanics and Truck Mechanics (non-diesel)
____	____	6.	Auto Body Repair and Service
____	____	7.	Aircraft Mechanics
____	____	8.	Beauty Culture, Barbering
____	____	9.	Building Maintenance
____	____	10.	Business Machine Operation
____	____	11.	Carpentry
____	____	12.	Child Care
____	____	13.	Commercial and Advertising Art
____	____	14.	Computer Programming and Operation
____	____	15.	Computer Repair and Maintenance
____	____	16.	Custodial and Maintenance Service
____	____	17.	Data Processing or Key Punch
____	____	18.	Dental or Medical Technology
____	____	19.	Diesel Mechanics
____	____	20.	Drafting and Design
____	____	21.	Electrical Appliance Repair
____	____	22.	Electricity
____	____	23.	Electronics Technology
____	____	24.	Farm Operation and Management
____	____	25.	Floriculture
____	____	26.	Food Preparation and Service
____	____	27.	Greenhouse Management
____	____	28.	Health Aid
____	____	29.	Heavy Machinery Operation
____	____	30.	Heavy Machinery Repair and Maintenance

Mother	Father		
____	____	31.	Laboratory Technician
____	____	32.	Landscaping and Horticulture
____	____	33.	Law Enforcement
____	____	34.	Licensed Practical Nursing
____	____	35.	Machine Shop Trades
____	____	36.	Masonry-Cement, Tile, Brick
____	____	37.	Office--Typist, Receptionist File Clerk
____	____	38.	Office Management and Supervision
____	____	39.	Painting and Finishing
____	____	40.	Plastering
____	____	41.	Plumbing and Heating
____	____	42.	Practical Nursing
____	____	43.	Printing Trades
____	____	44.	Radio and Television Repair
____	____	45.	Retailing (Store and Sales Occupations)
____	____	46.	Refrigeration and Air Conditioning
____	____	47.	Secretarial or Stenographic
____	____	48.	Sheet Metal Work
____	____	49.	Small Engine Repair
____	____	50.	Textile Fabrication (Clothing Manufacture and Repair)
____	____	51.	Tool and Die Work
____	____	52.	Trucking and Truck Driving
____	____	53.	Upholstering
____	____	54.	Welding
____	____	55.	Woodworking and Cabinetry
____	____	56.	_____
____	____	57.	_____
____	____	58.	_____
____	____	59.	_____
____	____	60.	_____

EXHIBIT XII-J

GRADUATING CLASS OF 1965
Page ____ of ____

NEW EDUCATIONAL DIRECTIONS
Bowker Gannon and Associates Education Projects

BOX 307 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

November 15, 1972

Dear 1965 Graduate:

School corporations of eight counties in west central Indiana are gathering information to help them plan for serving the youth and adults of the community.

It has been more than seven years since you graduated from high school and we need the benefit of your experience. With YOUR HELP this study can prove valuable in improving and expanding educational and occupational training programs to meet the area's increasing demands for trained and skilled workers. Won't you share your experience with us to help tomorrow's workers?

Please complete the enclosed questionnaire TODAY by filling in the blanks or making a check (✓) as appropriate and mailing it in the enclosed postage paid envelope immediately.

If you wish to make additional comments, please do so on the back of the enclosed form. Such comments will be very helpful and they will be READ and CONSIDERED.

Thank you for your cooperation!

Sincerely,

F. B. Gannon
Executive Director

FBG:jt

P.S. Your graduating class is the only one being surveyed so YOUR individual RESPONSE is EXTREMELY IMPORTANT.

EXHIBIT XII-L

1972 WEST CENTRAL INDIANA VOCATIONAL AND TECHNICAL EDUCATION SURVEY

GRADUATING CLASS OF 1965 SURVEY

PLEASE GIVE INDIANA'S FUTURE WORKERS 10 MINUTES OF YOUR TIME RIGHT NOW!

1. I graduated from _____ High School.

2. I am: ____male ____female.

3. I am: ____single ____married ____separated ____divorced

4. In high school I took a (____general ____college preparatory ____vocational ____commercial ____other) course.

5. I am presently employed. ____yes ____no

If yes:

5a. ____full time ____part time

5b. Where are you now working? _____county, _____state

5c. What is the title of the job or the kind of work you do?_____

5d. In general, how do you feel about your job? ____satisfied ____dissatisfied ____neither satisfied nor dissatisfied. Why?_____

5e. Did your high school prepare you for this job? ____yes ____no

5f. What was the MOST helpful aspect of your high school experience in preparing for work? ____academic classes ____commercial classes ____vocational classes ____sports ____social activities ____extracurricular activities ____other (_____)

5g. What was the LEAST helpful aspect of your high school experience in preparing for work? ____academic classes ____commercial classes ____vocational classes ____sports ____social activities ____extracurricular activities ____other (_____)

5h. Would further education or training help you to improve your skills or to get a better position? ____yes ____no

5i. What additional skills do you wish you had? _____

5j. Are you now taking part-time classes related to your job? ____yes ____no

5k. Are you now taking part-time classes NOT related to your job? ____yes ____no

GRADUATING CLASS OF 1965 SURVEY

6. Since high school graduation, have you been enrolled in one of the following?

____trade school such as beauty or barber school
____business school
____four year in-state college or university such as Indiana State, Ball State, Purdue
____four year in-state private college or university such as DePauw, Franklin, or Wabash
____in-state junior college such as Vincennes University
____four year out-of-state college or university
____out-of-state junior college
____Indiana Vocational Technical College (IVY TECH)
____private in-state technical school such as Lincoln Tech
____private out-of-state technical school
____hospital nursing program such as Methodist Hospital--Indianapolis
____union apprentice program
____other_____

7. Did you or will you receive a (____one year ____two year ____three year ____four year) certificate or degree?

8. Whether you are employed or unemployed, would you now be interested in attending a training program to improve your occupational skills? ____yes ____no

9. If your answer to (8) above is YES, would you be willing to travel a reasonable distance to an area school if necessary? ____yes ____no

10. If your answer to (8) above is YES, what type of classes would you prefer?

____regular vocational/technical day school
____vocational/technical classes held in the evening
____comprehensive high school program (academic plus some vocational/technical classes) held in the evening
____cooperative school-work program (part time in school and part time in employment)
____short term (2-6 weeks) specialized vocational or technical program during the day.
____other (_____)

THANK YOU for your time and thought.

EXHIBIT XII-M

NEW EDUCATIONAL DIRECTIONS

Bowker Gannon and Associates Education Projects

BOX 307 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

Dear 1965 Graduate:

Some weeks ago you received the enclosed materials. Because of the importance of your responses to the enclosed questionnaire I am taking the liberty of sending you a second set of materials.

To adequately plan for the young men and women who will be entering the world of work in the future we must know what a substantial number of you are now doing and how well your high school prepared you for the next step (work, college, technical school, etc.) after you graduated.

Please take a few moments right now to share your thoughts with us. Thank you very much for your time and cooperation.

Sincerely,

F. B. Gannon
Executive Director

FBG:sr

You may be interested in the school corporations cooperating in this effort. They are:

1. Western Boone County Community School District
2. Lebanon Community School Corporation
3. Clay Community Schools
4. Attica Consolidated School Corporation
5. Covington Community School Corporation
6. Southeast Fountain School Corporation
7. North Montgomery Community School Corporation
8. South Montgomery Community School Corporation
9. Crawfordsville Community Schools
10. Rockville Consolidated Schools
11. Turkey Run Consolidated School District
12. South Putnam Community Schools
13. North Putnam Community Schools
14. Cloverdale Community Schools
15. Greencastle Community Schools
16. South Vermillion Community School Corporation
17. MSD of Warren County

EXHIBIT XII-N

1972 WEST CENTRAL INDIANA
VOCATIONAL AND TECHNICAL EDUCATION SURVEY

News Release

PLEASE GIVE INDIANA'S FUTURE WORKERS 10 MINUTES OF YOUR TIME RIGHT NOW!

A survey is now under way by the schools in eight counties of this area of Indiana to study the present and future needs and resources for vocational and technical education to best serve this community. You are invited to participate in this study and to express your viewpoints by completing the following questionnaire IMMEDIATELY and mailing it to:

SURVEY
Box 307
Crawfordsville, Indiana 47933

One possible outcome of this study could be an area vocational school. The primary purpose of such an area school would be to provide skilled and trained workers for the community. It also would provide high school juniors and seniors with a large variety of specialized courses intended to prepare them to enter the working world immediately after graduation with special skills or trades. In most cases, students would attend the area school for a half day with the other half day spent in their home high school where they would take the academic courses necessary for graduation and participate in other school activities. An area vocational school could also provide training for high school drop-outs, recent graduates, and other adults in the community who would like to improve their current skills or learn new skills to be eligible for a different job.